

A CASE STUDY OF A CHARTER SCHOOL SEEKING TO TRANSFORM
TOWARD GREATER CULTURAL COMPETENCE FOR
WORKING WITH DIVERSE URBAN STUDENTS:
USING CHRISTOPHER EMDIN'S REALITY PEDAGOGY APPROACH
AS A STIMULUS AND GUIDE

by

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ABSTRACT

A CASE STUDY OF A CHARTER SCHOOL SEEKING TO TRANSFORM TOWARD GREATER CULTURAL COMPETENCE FOR WORKING WITH DIVERSE URBAN STUDENTS: USING CHRISTOPHER EMDIN'S REALITY PEDAGOGY APPROACH AS A STIMULUS AND GUIDE

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This case study of a Bronx, New York charter school drew upon Emdin's (2016) book on pursuing school improvement as a secondary analysis of existing data from the school. The Principal Investigator is currently a teacher at the school and was participant-observer. The overall study can be considered an integration of qualitative fieldwork and survey methods. A strong implication from the highly significant quantitative results for 18 paired t-tests for nine Behaviors pre-/post-training is that professional development and special trainings had a strong positive effect. With Bonferroni Adjustment Significance (.05/18, $p=.0003$) level of .003, paired t-tests showed that staff ratings (knowledge *and* self-efficacy ratings) for *all nine Behaviors exhibited a significant increase in mean rating from pre-training to post-training*; thus, the intervention of professional development and special trainings had significant impact. Quantitative data supported the conclusion that significant progress was made toward the school's original

goal of transforming toward greater cultural competence and changing school climate to better meet the needs of urban learners from varied cultural backgrounds.

Independent t-tests on dichotomous groups found one (of three) comparisons to be statistically significant ($t=-.392$, $df=41.55$, $p=.000$; Bonferroni Adjustment Significance, $.05/3$, $p=.016$) when comparing the means for people of color staff ($n=29$) of 8.934 ($SD=1.254$) versus for White staff ($n=18$) of 7.63 ($SD=1.023$). People of color staff had a significantly higher post-training self-efficacy for performing all nine specified behaviors compared to White staff.

Qualitative data from five research questions produced via coding on 64 Emergent Themes, 15 Categories, and 12 Hierarchical Emergent themes—the last effectively coalescing all data into short statements to summarize all that school staff and teachers expressed about the training using Emdin’s book and other special training activities and discussions: *acknowledge many book benefits; accept less ready White peers; learn bias, empathy; incomplete training, need to continue/action; impact of expanded awareness; retain many strengths to training model; plan to address barriers to success of training model; evidence of many improvements at school; ending oppression/biased discipline; training challenge of staff in different stages; expert facilitation of difficult conversations; and action for curriculum modifications.*

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Chapter I

INTRODUCTION

As America diversifies at a rapid pace, researchers aim to reduce the performance gap resulting from cultural diversity in urban schools (Goldenberg, 2013). Scholars have often attempted to determine how to close the education gap in American schools, rather than “framing the achievement gap in terms of educational outcomes” (p. 2). Their findings have shown that teacher training has done little to address the racial mismatch between the non-White student public school population and the teachers, who are mainly White. This tends to interfere with the entire educational system. Moreover, the interactions between students and teachers are not productive, given that the “members of the dominant culture are primarily White Americans” (p. 3). Key recommendations advanced include the reexamination of the education disparity between Whites and Blacks, and a focus on “the reason for disengagement rather than focusing more on how to close the existing gap” (p. 5).

In the United States, the educational disparity issue most notably affects Black students, given that they “are largely not members of the dominant culture” (Goldenberg, 2013, p. 3). In most cases, class instructors are from White communities and therefore unaware of the “culture and approach of the blacks” (p. 4). Despite these disparities, “a large majority of students of color in public schools are still taught by white teachers”

(p. 3). Consequently, this makes it difficult for students of color to receive adequate and equitable education, which “drastically lowers their overall performance” (p. 5). As a remedy, researchers should avoid focusing on the performance disparity, and instead they should focus on understanding “how certain people’s culture is valued more than others,” applying this understanding in schools (p. 5). The only way to achieve this is through training urban teachers to integrate “students of color into the American culture while appreciating their cultural differences and diversities” (p. 5). Further, the inclusion of teachers from different racial groups might improve the situation, as White teachers “do not have a built-in capacity to be excellent teachers of these students” (p. 7).

The utilization of diverse approaches to training urban teachers in diversity skills has potential to revitalize the current situation amongst both students of colors and White students (Goldenberg, 2013). One strategy includes tackling perceptions of cultural dominance and perpetuating social class, one of the most accurate predictors of success. Urban American institutions can also ensure that learners “share cultural disparities for the common benefit through engagement and sharing of ideologies and cultural perspectives” (p. 8). Likewise, teacher training should consider schools as “pivotal centers for cultural sharing” (p. 7). The ultimate goal is to create a beneficial classroom by ensuring that all “the learners benefit from...teacher interactions” and excel in their endeavors (p. 8). Another suggestion is that the research body focus on what problematizes student culture, by determining what “makes most students disengage” (p. 8). Ultimately, the essence of breaking down cultural capital is ensuring that students share and engage well with their teachers and their fellow students, which may help them to excel (Goldenberg, 2013).

As a measure of moving from theory to classroom, the educational system should recognize the culture of teachers, particularly within the dominant school framework (Goldenberg, 2013). This approach is ideal as it enables teachers “to understand the importance of culture [and the] theories of cultural capital necessary for cross-cultural engagement” (p. 10). Moreover, this strategy may empower teachers to better understand their learning modes and to “internalize that the way they see the world—and thus students of color—is specific to their cultural frame of reference” (p. 10). These proposals embrace the move by researchers to focus more on engaging students for success by eliminating any cause for resistance. In this way, all students may concentrate on and work towards a common goal of attaining success (Goldenberg, 2013).

Another crisis affecting the students of color, ultimately lowering performance, is the lack of culturally affirming training to engage educational stakeholders in developing cultural proficiency within urban schools (Allen, Scott, & Lewis, 2013). Students of color normally encounter microaggressions, resulting in “long-term effects on students’ psychological, social emotional, and intellectual development” (p. 117). Enrollment in schools serves “as an environment that often communicates the cues to students about their capacities, the importance of their contributions” and their general life outcomes (p. 118). For Black students, such microaggression incidences are mostly “transmitted through ‘subtle’ snub dismissive looks, gestures, and tones” that affect students’ comfort, and thus degrade their academic performance (p. 118). Hence, researchers advocate for a more culturally affirming education system to overcome this issue (Allen et al., 2013).

The existence of district- and school-level policies such as the zero-tolerance, academic tracking, and hegemonic curriculums reflects the interests of dominant social

class at the expense of minorities (Allen et al., 2013). Various studies have confirmed “racial disparities for African American and Hispanic students with regards to discipline ratings through zero tolerance mandates” (p. 119). Moreover, the introduction of academic tracking policies is another form of microaggression, which “denigrates the educational experiences of Black and Hispanic students” (p. 120). School tracking is believed to focus on “factors of race and social class rather than students’ academic ability” (p. 120). Likewise, hegemonic curriculum works against Black and Hispanic students in urban schools, suppressing or omitting the “pertinent cultural values, messages, and historical truths in aims to continue oppression amongst the minority groups” (p. 120). Ultimately, it denies these students an opportunity to interact with their teachers, who, in most cases, rely on hegemonic education that only benefits students from the majority (Allen et al., 2013).

Teacher-level microaggressions have also contributed to the decline of performance among Blacks and Hispanics. Allen et al. (2013) noted the cultural “incongruence between the majority White teaching force,” which has generated negative relationships among White teachers and students of color, resulting in “a manifestation of microaggressions against their students” (p. 121). Another obstacle targeting only students of color is the “interpretation of differences as deficits, dysfunctions and disadvantages” with regards to culture (p. 122). The recommendations serving as a solution to these issues include “the incorporation of culturally affirming education” to help districts, schools, and teachers to implement and enforce cultural competency (p. 125). Ultimately, to enhance performance in urban schools, stakeholders should

pursue assessment of the overall cultural climate within educational institutions and classrooms and uphold positive student-teacher relationships (Allen et al., 2013).

Race-based disparities exist in the American public education system (Howard, 2016). A student's success in school is related to his or her overall success in life. Further, such "race-based disequilibrium in academic achievement continues to be one of the core social justice issues of our time" (p. 5). While the nation is challenged to improve the achievement of all students, federal mandates place "little or no emphasis on increasing the cultural competence of teachers to work effectively with children from diverse racial and cultural backgrounds" (p. 4). While politicians have increased teacher accountability requirements, core issues such as raising teachers' cultural and racial competence remain. Hence, accountability has improved, "but deep engagement and financial investment in the authentic issues of pedagogical transformation are still missing" (p. 4).

The population of diverse students in the public schools is growing rapidly (Howard, 2016). The numbers of "[c]hildren of color and multicultural complexity" will continue to grow in the public school classroom (p. 6). Public school teachers, even as they are "experiencing the largest influx of immigrant children since the turn of the last century," are ill-equipped to handle the language and religious diversity of the students in their classes (p. 6). Despite increasing numbers of diverse students in public schools, "Whites represent 85% of public school teachers" (p. 6). Not only are teachers of color underrepresented in the public school classrooms, but also "some 40% of schools in the United States have no teachers of color in their classrooms," mirroring the racial

segregation of many communities (p. 6). Howard (2016) predicted that such race-based disparities will continue to plague American schools:

For the foreseeable future, the vast majority of teachers will be White while the student population will grow more racially diverse. The need for teacher preparation is obvious, particularly given the fact that most practicing and prospective White teachers are themselves the products of predominantly White neighborhoods and predominantly White colleges of teacher education (Frankenberg, 2009; Nieto, 1996). In spite of decades of efforts to desegregate housing patterns, the suburbs remain predominantly White (National Center for Suburban Studies, 2009), and it is precisely these kinds of middle-class White communities that will continue to provide the bulk of our public school teachers. Thus, at the present time in American public education we are faced with three simultaneous statistical realities: (1) our teacher force is mostly White, (2) our student population is highly diverse and growing in children of color and (3) race-based disparities continue to exist in almost every dimension of educational outcomes. These statistics beg the question: Is there a causal relationship between the over-representation of White teachers in our classroom and the underserving of children of color in our nation's school? (pp. 6-7)

Reality pedagogy is an approach that enables educators in urban schools “to create a safe space and trusting environments that are respectful of students’ culture” (Emdin, 2016, p. 27). This approach to teaching urban youth of color “requires recognition of the spaces in which they reside, and an understanding of how to see, enter into, and draw from these spaces” (p. 27). Reality pedagogy encourages and supports educators to “engage in this healing process” (p. 27). Emdin (2016) offered recommendations with regard to teaching urban youth:

Reality pedagogy is an approach to teaching and learning that has a primary goal of meeting each student on his or her own cultural and emotional turf. It focuses on making the local experiences of the student visible and creating contexts where there is a role reversal of sorts that positions the student as the expert in his or her own teaching and learning, and the teacher as the learner. It posits that while the teacher is the person charged with delivering the content, the student is the person who shapes how best to teach that content. Together, the teacher and the student co-construct the classroom space.

Reality pedagogy allows for youth to reveal how and where teaching and learning practices have wounded them. The approach works toward making students wholly visible to each other and to the teacher and focuses on open

discourse about where students are academically, psychologically and emotionally. In a reality-pedagogy-based classroom, every individual is perceived as having a distinct perspective and is given the opportunity to express that in the classroom. There is no grand narrative. Instead, a reality pedagogue sees students as individuals who are influenced by their cultural identity. This means that the teacher does not see his or her classroom as a group of African American, Latino, or poor students and therefore does not make assumptions about their interest based on those preconceptions. Instead, the teacher begins from an understanding of the students as unique individuals and then develops approaches to teaching and learning that work for those individuals. (pp. 27-28)

According to Emdin (2016), addressing “the issues that plague urban education requires a true vision” and an understanding that urban youth come from places beyond the school that also impact their behaviors (p. 23). Urban youth are “expected to leave their day-to-day experiences and emotions at the door and assimilate into the culture of school” (p. 23). This form of “personal repression is traumatic,” and it determines what happens each day when they are in the classroom” (p. 23). In addition, “[u]rban youth are typically well aware of the loss, pain, and injustice they experience,” but they are not prepared to support each other “through the work of navigating who they truly are and who they are expected to be in a particular place” (p. 24). Reality pedagogy considers the “cultural differences between students and their teachers that make it difficult for teachers to be reflective and effective,” and it provides guidelines for how these differences can be addressed (p. 30).

Nadelson et al. (2012) studied “preservice teachers’ multicultural attitudes” with the goal of assessing the levels of “multicultural efficacy of preservice teachers” and the way their characteristics might influence their perceptions (p. 1194). Immense growth in U.S. public schools has resulted in greater linguistic, cultural, and socioeconomic diversity among students. Therefore, it is crucial to prepare “educators who are able to reflect on their perceptions and practices of teaching through a multicultural lens”

(p. 1184). As a result, preparing teachers to reflect on their coursework and practice has emerged as a key element of educator training programs (Nadelson et al., 2012).

Nadelson et al. (2012) used a sample of undergraduate education students (N=88) “enrolled at a metropolitan university in the Western United States” (p. 1194). The study used demographics instrument to collect personal aspects associated with multicultural efficacy. The researchers used Zoomerang to collect the study data and the multicultural efficacy scale (MES) “to measure facets of our participating preservice teachers’ multicultural perspectives” (p. 1196).

Nadelson et al. (2012) found that their participants had a “high-average level of multicultural attitude and an average level of multicultural efficacy” (p. 1201). Variables such as age, ethnicity, political inclination, and gender influenced preservice educators’ perceptions of diversity. Nadelson et al. concluded that teachers must be ready to work with “students from a variety of cultural backgrounds” due to the increased diversity in educational settings (p. 1203). Teachers’ multicultural attitudes and efficacy were consistent “regardless of coursework or personal characteristics” (p. 1203). Thus, understanding the connection between personal traits and worldviews as they influence an educator’s perspective of diversity encourages the development and application of proper curriculum (Nadelson et al., 2012).

Humphries, Williams, and May (2018) assessed the perception of teachers on “classroom-based social-emotional” functioning for young children (p. 157). As emotions influence the learning process, students with the ability to manage and control their emotions exhibit better academic performance than their counterparts. According to Humphries et al., urban schools contain “students with compromised social-emotional

functioning and academic outcomes” (p. 157). Therefore, many urban schools need to implement “SEC or SEL programs” to counter such challenges and stimulate positive development (p. 157). While educators can promote the implementation of such curricula and programs, “most teachers have little to no training, both at the pre- and in-service levels,” which influences their sustainability and implementation (p. 159).

Humphries et al. (2018) utilized a sample of 15 early childhood teachers from different racial backgrounds and age groups. The study used a focus group protocol comprising open-ended and semi-structured questions, and a background demographics form to collect data. Humphries et al. found that educators have a mandate “in promoting students’ social-emotional development” that extends beyond their teaching role (p. 167); participants believed that teachers should support the social-emotional growth of students. Humphries et al. further established that teachers have individual and trained roles, and shared duty “with parents to support their students’ SEC skill development” (p. 168). Although participants wanted SEL programs for their classes, they disapproved of a scripted curriculum. Moreover, they supported the implementation of SEL curricula alongside “school and classroom culture, children’s racial and ethnic background,” and students’ community culture (p. 159). The study’s results provide a practical approach to developing school programs and implementing teacher trainings to suit these curricula (Humphries et al., 2018).

Fallon, O’Keeffe, and Sugai (2012) found that “school-wide positive behavior supports (SWPBS)” has emerged as a viable framework to create a constructive and active learning atmosphere promoting academic success and the social ability of all learners (p. 209). Providing a safe, positive, and predictable learning environment is key

to educational and social behavior attainment. The implementation of school-wide positive behavior support has promoted the meaning and role of culture “especially, in the context of unique student, teacher, family, and community” traits (p. 209). To examine the effectiveness of school-wide positive behavior support, Fallon et al. reviewed the literature that stressed “culture in the context of behavior and classroom management, as well as school-wide discipline and climate” (p. 209).

Fallon et al. (2012) conducted a literature search using Educational Resources Information Center (ERIC) and PsycINFO using keywords such as *culture*, *race*, *language*, *classroom management*, *sexuality*, *disability*, and *linguistically*. After the elimination and inclusion of articles, they obtained 28 studies, finding that “little empirical research has been conducted” focusing on behavior and culture management (p. 216). They found that the academic success of Hispanic and African American students was highly dependent on cultural and historical learning. In addition, Fallon et al. established SWPBS as a promising strategy for enhancing “instructional practices of educators and academic and social outcomes for all students” (p. 215). Even though it is difficult to define culture, “schools are becoming increasingly diverse, and educators are continuing to refine their disciplinary practices to reflect fairness and consistency” (p. 215). Furthermore, teachers should focus on enhancing their cultural and contextual practices to improve disciplinary practices and behavioral management in their classrooms (Fallon et al., 2012).

Dunn and Downey (2017) examined the motivation and effect of teachers’ extracurricular efforts, particularly activities “related to improving the profession, in their commitment to individual students” (p. 209). They explored educators’ extracurricular

undertakings in an attempt to understand these activities as investments connected to a teacher's identities. Dunn and Downey utilized "a qualitative comparative case study" wherein two different schools were used (p. 213). Various data collection methods were used such as participant observation, open-ended interviews, reflective memoing, and document analysis. For a valid comparison of the two cases, "data were first triangulated within and across the multiple sources" for every individual school (p. 214).

Dunn and Downey (2017) found that "investing in individual students' success" and "investing in systematic change at the school level" are effective ways by which educators can participate in extracurricular engagement and identity development (p. 223). Analysis of the two cases revealed that extracurricular projects where teachers devote their emotions, time, and identities function as "fertile ground for better understanding the work and lives of urban teachers" (p. 225). Despite endless efforts by teachers to invest in these activities, some face institutional forces that prevent them from becoming the kind of teachers they want to be. Such struggles imply that certain factors power teachers' investment in extracurricular activities. As future research, Dunn and Downey recommended assessing "the contexts that fueled such investments" (p. 225). This study provides policymakers, teacher educators, and researchers with a framework "for understanding how and why large numbers of novice and veteran teachers leave urban classrooms" (p. 226). Moreover, it highlights the importance of extracurricular activities in enhancing a teacher's identity and career (Dunn & Downey, 2017).

Acosta (2015) assessed the "factors that contribute to the sense of urgency" expressed by Black teachers, and the way this sense of insistence may influence their attitude in classes (p. 985). The "underachievement and negative educational experiences

of children in urban schools, particularly African American,” is a clear example of the failure of the U.S. urban educational system (p. 983). For instance, African American students perform more poorly “than students from other racial groups on standardized achievement measures in reading, mathematics, science, and writing” (p. 983). As a result, urban schools attempt to promote the achievement of these children by involving Black educators. Acosta claimed that Black educators who emphasize excellence and demonstrate care “have a significant positive impact on African American student achievement” (p. 984). Similarly, Black educators revealed that a strong sense of perseverance in understanding that African American kids “not only can learn but must learn” is another performance-boosting approach (p. 984).

Acosta (2015) utilized collaborative inquiry to assess Black educators’ standpoints on “the ideological undercurrents of their pedagogy” (p. 987). Through a purposeful sampling method, Acosta recruited 10 Black teachers for the study, finding “the liberatory realities of education, rejection of the Western construction of Blackness, and the miseducation of Black children” as the primary factors promoting Black educators’ use of a sense of urgency as a way to motivate students’ performance (p. 998). Acosta wrote, “[t]his urgent consciousness seemed to permeate the ways they think about and describe their teaching” (p. 1005). The study discussed the essence of insistence as a way of improving the performance of African American students by exploring the moral and ethical aspects of this framework. In this way, insistence functioned as “a demonstration of care, a declaration of opposition to cultural hegemony, and a strategy for liberation” (p. 1005). These perspectives facilitate the urgency of the Black educators

and promote the professionalism of urban educators in supporting the cultural and academic excellence of African American students (Acosta, 2015).

Matsko and Hammerness (2013) identified crucial issues facing the educational sector regarding the “nature and purpose of effective teacher education” (p. 128). They addressed whether teacher education programs should prepare educators for all students and settings, or only for specific students and contexts. Matsko and Hammerness noted that new teachers are not ready for “complex settings such as urban schools” (p. 128). Urban schools are complicated in that they present a variety of interrelated and complicated issues such as ethnic and racial heterogeneity, large bureaucracies, and poverty. As a result, most of the “teacher education programs are identifying themselves as preparing teachers specifically for urban schools” (p. 128). Adopting a culturally relevant pedagogy is another effective strategy of preparing educators before they join an urban school team. According to the authors, “culturally relevant pedagogy is a set of pedagogical strategies that encourage teachers to understand local students, cultures, and geographies” (p. 129).

Matsko and Hammerness (2013) insisted that programs “prepare teachers for urban school settings,” creating awareness among “aspiring teachers what kinds of knowledge must be attended to and how such knowledge” can support them in teaching in an urban environment (p. 137). Such measures should be integrated with specific knowledge on aspects of the classroom, community, school, federal law, and district that affect the teaching and learning in the classroom. Matsko and Hammerness added that such “focus, coupled with an emphasis on high-quality instructional practices, creates a

context-specific” designs that prepare teachers for particular schools, especially those in urban areas (p. 137).

Howard (2001) conducted a study on the “African-American students’ perceptions of culturally relevant teaching” in the urban sector (p. 131). Students are the core of the teaching practices, and most of them understand the factors that affect their learning settings. Howard noted “students’ accounts of the increasing role that racism plays in their school achievement” (p. 134). For instance, resistance is prevalent among African American students as a way of disapproving White dominion. Different students respond to a non-caring learning environment in different ways, especially if they are singled out by their religious beliefs, culture, race, and ethnicity. According to Howard, coping strategies used by such students included “copying other students’ work, creating disruptions in class, or withdrawing quietly from the class” (p. 134). Teachers in such a learning environment should apply cultural congruence pedagogy practices. These practices identify “the cogent role that cultural socialization plays in how students receive, analyze, and interpret information and structure instruction accordingly” (p. 134). Therefore, teachers in a diverse learning environment must exhibit care and apply cultural congruence pedagogy practices to stimulate the learning experience of culturally diverse students (Howard, 2001).

Howard (2001) used “observations and interviews with the students” as the data collection method with a sample of 17 students (p. 136). Upon the completion of the study, students claimed that an ideal learning setting resulted from “teachers’ willingness to care about them and their ability to bond with them” (p. 137). Moreover, participants shared that teachers who structured a classroom to look like home were highly valued by

culturally diverse students. Howard stated that “building a community-type atmosphere among students is a useful strategy for developing effective connections” (p. 141).

Further, learning in a culturally diverse environment is lively when educators create fun scenarios. Thus, establishing “a schooling environment that is not in conflict with the student’s cultural background” is an effective pedagogical strategy that promotes learning in a diverse environment (p. 145).

Hayes and Juarez (2012) assessed the role of White racial domination in hindering “the preparation of teachers to effectively teach all students” in the United States (p. 1). The U.S. teaching staff is significantly dominated by female, White, and English-speaking individuals, while the student populace in public schools is dominated by “culturally, linguistically, ethnically, religiously, economically, and otherwise socially diverse” students (p. 2). Hence, it is crucial to prepare teachers for such a diverse learning environment. Hayes and Juarez added that White racial domination is embraced by “drawing on and applying White institutional authority to act and make decisions” in techniques that promote “Whiteness in teacher education and other public institutions” (p. 2).

Hayes and Juarez (2012) claimed that, for effective teaching of all students, teachers must have the “knowledge, disposition, and skills to effectively implement and assess a culturally responsive pedagogy” (p. 4). Teachers who perceive learning and teaching with a “culturally responsive pedagogy are both warm and demanding” (p. 4). Importantly, public schools have a key role in re-creating and perpetuating the racial hierarchy in U.S. society because of the failure to prepare teachers for a culturally diverse teaching environment. As Hayes and Juarez noted, such a failure maintains the current

“racial status quo of the White over Black and other communities of color” (p. 5). Hayes and Juarez’s analysis of the impact of White supremacy on the education sector using critical race theory (CRT) revealed that “racism is an endemic part of American society” (p. 10). Besides, “teacher education programs need to understand that they cannot practice true color-blindness” if they wish to support social justice (p. 10). Students of color in the United States are isolated from education and its opportunities, turning their hard work futile. Hence, educators and all other parties involved should “make choices against the racial power of Whiteness” to support social justice in education and enhance the learning experience of culturally diverse students (p. 10).

Demie (2018) conducted qualitative research on schools in Lambeth Local Authority in London with the aim of “examining the means in raising the achievement of all pupils” in school (p. 4). The findings revealed that one of the crucial factors in the success of pupils in school is to employ people from diverse ethnic workforce “which represents the community the school serves” (p. 59). Moreover, the findings indicated that “[e]mploying ethnic teachers plays an essential role in ensuring the all pupils get a balanced view of society” (p. 52). Demie indicated that promoting equality in school should not be a challenge, since children need to be familiar with diversity at an early age. Demie asserted that Black Caribbean pupils flourish in the multicultural environment in the school which celebrates their cultural heritage, suggesting that if children learn multicultural diversity at an early age, then equality would not be such a challenge in class (p. 52). Demie also found a rise in achievement by pupils from the Black Caribbean (p. 79). The study was undertaken to disseminate good practices due to the persistent problem of underachievement among Black Caribbean heritage pupils (p. 69). One such

practice proposed included hiring ethnic teachers to balance the view of the society, thus minimizing underachievement among Black Caribbean heritage pupils (Demie, 2018).

Kohli (2016) conducted a study to determine the effects of hostile racial climates on urban teachers of color. The researcher utilized questionnaires and interviews and participants involved teachers for color (p. 313). Urban schools “are fraught with institutional and individual racism either that indirectly or directly targets teachers of color” (p. 314). Kohli argued that schools perpetuate racism via “policies, infrastructures, and school-wide practices that maintain the racial status quo, as well as on individual, micro levels such as personal and peer interactions that are racially charged” (p. 314). Teachers with the desire to embrace racial justice that “found themselves isolated, left alone to raise racialized issues within schools that continued to silence them in the name of race neutrality” (p. 315). Although social justice may be considered a universal matter, the responsibility has been left in the hands of people of color. Kohli proposed that “a color-blind attitude toward urban schooling is an ineffective approach to addressing inequity or injustice and many times results in increased responsibilities for teachers of Color” (p. 316). Kohli recommended that increasing the dismal number of teachers of Color is essential and suggested the development of teacher preparation programs to recruit more teachers of color (Kohli, 2016).

Via examination of teacher education coursework, Cross, Behizadeh, and Holihan (2018) studied the extent to which teacher candidate (TC) issues are related to critical scholarship. Teacher candidates’ written dilemmas were used as a source of data. According to Cross et al., “over half (51%) of the posted concerns fell in the self category across the semester, and that those self concerns could be subcategorized” in several

ways (p. 132). Specifically, the categories were: “positioning as a student teacher (51% of self-concerns); balancing personal and professional commitments (31% of self-concerns); and teacher education workload/burnout (18% of self-concerns)” (p. 132). A large majority of TCs had general concerns, and a majority were “frustrated and exhausted” by teachings in class (p. 140). Furthermore, TCs appeared to be struggling with issues of power and positioning in the classroom, but they did not always explicitly write about how power struggles were at the heart of their concerns (p. 140).

Cross et al. (2018) also found that TCs viewed “their lack of rights or privileges as problematic” (p. 140). They were found to be explicitly questioning power structures in schools,” which came as a result of the relationship that they had with influential adults in the learning institution (p. 140). The authors highlighted the need for “concerns-based studies” (p. 141) since TCs’ concerns were likely to vary and shift with time. It is essential to increase university instructor support, and to encourage “modeling during class how to apply critical consciousness to common concerns” (p. 142). The authors concluded that “efforts to support TCs in problematizing their concerns is one step toward less dysconscious and more critically conscious teachers working with our children” (p. 143).

Ouellette et al. (2018) explored teacher stress in urban schools, finding that “there exists no significant difference between the condition of teacher work-related satisfaction or stress” (p. 12). Furthermore, “teachers reported overall organizational health most strongly predicted their report of stress and dissatisfaction” (p. 12). The findings of the study called for “more social context factors to aid in the improvement of teachers stress and satisfaction especially in urban areas schools that serve students who come from

middle-income families and minority groups” (p. 12). The study suggested that “there is a need to have models that enhance support across all levels” (p. 12).

According to Bradshaw et al. (2018), there is the “potential promise of coaching combined with school-wide professional development for improving classroom management” (p. 130). With the help of a teacher-level RCT, study findings indicated significant added value associated with Double-Check coaching program related to the primary behavioral outcomes of interest (p. 130). Bradshaw et al. found “improvements in coached teachers’ use of proactive behavior management and anticipation and responsiveness to student needs relative to comparison teachers” (p. 130). Bradshaw et al. concluded that “this value-added finding is particularly promising, given the relatively limited additional teacher time associated with participation in the coaching” (p. 132). The authors suggested that the “Double-Check model is one of only a few systematic approaches to promoting culturally responsive practices” (p. 132), which supports students and staff outcomes.

Guided by critical race theory, Anyon et al. (2017) explored “the relationships between student racial background and the school sub-contexts of office discipline referrals” (p. 4). Anyon et al. explored the relationship between student race and sub-contexts in which youth are disciplined. The findings revealed that “overrepresentation of Black, Latino/a, and Multiracial youth in office discipline referrals is a widespread pattern that manifests across a variety of school spaces” (p. 10). The results did not offer empirical support that biases are higher when youths and staff do not know each other; however, the results did show that “students of color in this district were less likely than White youths to be referred to the office from several ‘unowned’ school spaces” (p. 11).

According to Anyon et al., “the location where students of color were at highest risk for an office disciplinary referral was the classroom, from teachers with whom they likely have the most contact on a regular basis” (p. 11). The analysis revealed the potential difficulties of “‘race-neutral’ behavioral and relational strategies for individual prejudice and bias reduction when they are implemented in isolation of structural reforms” (p. 11). According to Anyon et al., “there are consistent patterns of racial disparities in discipline throughout all school locations” (p. 12).

In another study, Butler-Barnes, Cook, Leath, and Caldwell (2018) found that “school climate may be structured in a way that extends youth of color to continue facing discrimination” (p. 37). Furthermore, “school environment could serve as a way of hindering productive youth development” (p. 7). Butler-Barnes et al. noted that “private regard among African-American adolescents was associated with lower levels of school bonding” and “acted as a protective factor for African-American adolescents” (p. 37). They found that “subjective religiosity was also associated with higher levels of school bonding” (p. 37). Moreover, “private regard among Caribbean Black adolescents was not associated with school bonding” (p. 39). The study supported previous studies on unproductive teacher-based racial discrimination and supported the role of racial identity beliefs and religiosity among Caribbean Black adolescents. The conclusions showed that “teacher-based discrimination puts adolescents of color at risk” of having learning issues (p. 39).

Statement of the Problem

The problem that this study addressed is the need for contemporary schools to undergo a transformation toward having a school climate, teachers, and teaching strategies that reflect embracing the need for greater cultural competence—given the current and changing demographics of students, in particular those in urban settings.

Purpose of the Study

The purpose of this study was to engage in a case study of a Charter School in the Bronx, New York that sought to undergo a transformation to better meet the needs of their diverse urban students; the case study spanned across the 9th to 11th years of the school's existence. At the core of the case study was the secondary analysis of existing data, as the Charter School had engaged in an internal evaluation of professional development and other special training, including a survey of staff that provided quantitative and qualitative data. The case study sought to document the process of school transformation, as it involved a series of professional development and special trainings across a 2½-year period, starting in mid-2016 and spanning until the end of 2018. This school transformation work was motivated and shaped by Dr. Christopher Emdin's (2016) reality pedagogy. Indeed, the transformation process began with the school staff's summer 2016 reading of Emdin's book, *For White folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education* (Beacon Press)—with discussion of the book during subsequent school trainings. The Emdin book served as the stimulus for additional trainings geared toward promoting greater cultural

competence among teachers and school staff; a 2017 training included watching and discussing a video of Dr. Emdin giving a talk.

Within the case study approach, a timeline of the school transformation process also covered key events geared toward stimulating change, such as a Day of Action/Anti-Bias Day, and the work of the Curriculum Committee—to improve the social justice lens in the school curriculum. In addition, in the second year of professional development and special trainings, the Social Justice Committee was formed by the Director of Student Support, while the Principal Investigator served as a member.

With the permission of the Director of Student Support, the Principal Investigator was granted permission (see letter in Appendix B) to engage in a secondary analysis of existing data that the school had amassed as part of their professional development and special trainings. This included documents and forms used in the trainings, as well as a survey used to evaluate the impact of the trainings upon school staff, including teachers and others at the school (i.e., classroom staff, out-of-classroom staff, specials teachers, administration, and leadership).

Thus, the present research constituted a case study that covered the process of school transformation, given the results of a survey of school staff (*Our School Survey*) providing quantitative and qualitative data, as well as a timeline of the professional development and special trainings, and other relevant forms and documents. The intent of the dissertation research was to determine the extent to which the school achieved its goal: to transform their school climate, themselves as teachers and staff, and to improve teaching strategies to reflect greater cultural competence.

Research Questions

Given this study's secondary analysis of existing data (i.e., *Our School Survey*, in *Appendix C*, providing quantitative and qualitative data provided by the staff [N=47], and other documents, forms) from a Bronx, New York Charter School with regard to professional development and special trainings stimulated by Emdin's (2016) book (i.e., *For White folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education* [Beacon Press]), this study answered the following research questions:

- 1-What was the nature of the school's functioning before reading the Emdin (2016) book?
- 2-What events led up to the decision for school staff to read the Emdin (2016) book, and did other societal events play a role in stimulating special trainings?
- 3-What was the school staff's emergent understanding of Emdin's (2016) reality pedagogy, and how did they seek to implement it in the classroom?
- 4-How did Emdin's (2016) book inform a cultural competency approach with the school's diverse student body, including the goal of transforming school climate?
- 5-What was the timeline of key events in the school's professional development and special trainings—including the founding and work of the school's Social Justice Committee, and what was the level of participation of various segments of the school staff in these activities?
- 6-What were the *quantitative findings* from the Our School Survey, as a tool for evaluating the impact of the 2-year transformation process, with regard to the following:
 - a-What were the demographics of the school staff sample (N=47), including gender, age, race-ethnicity, being U.S.-born or other country of origin, years in the U.S. for immigrants, annual household income, education level, current position in school (classroom staff, out of classroom staff, specials teacher, administration staff, leadership), years working at school, and years in their profession?
 - b-To what extent did the school staff sample provide socially desirable responses?
 - c-How did school staff rate their level of participation in the professional development and special trainings?

d-How much of the Emdin (2016) book did the school staff report reading?

e-How did the staff rate the special trainings with a focus on the Emdin (2016) book in terms of their value?

f-How did they rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

7-What were the *qualitative findings* from the *Our School Survey* as a tool for evaluating the impact of the 2-year transformation process, with regard to the following:

a-What did they share about the special training with a focus on the Emdin (2016) book?

b-What did they share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

c-What did they share in terms of the impact the trainings had on them or how they functioned in their school?

8-What were the *quantitative findings* from the *Our School Survey* as a tool for evaluating the pre-special training versus post-special training scores of school staff, with regard to the following:

a-Were there any significant changes in **Global Knowledge Scores** and **Global Self-Efficacy Scores** based on staff members' ratings on 9 items for pre-special training versus post-special training (i.e., ratings for: 1-interactions with students from varied cultural backgrounds; 2-effective engagement with students; 3-interactions reflecting all are valued; 4-interactions reflecting fairness and consistency in how they are disciplined; 5-interactions reflecting affirming them; 6-interactions reflecting greater empathy and acceptance; 7-interactions reflecting appreciation for living in urban environment; 8-interactions reflecting creating a safe space and trusting environment; and, 9-interactions helping to create a more positive school climate)?

9-What were the *qualitative findings* from the *Our School Survey* as a tool for evaluating the potential impact of the special trainings, with regard to the following:

a-What were their thoughts, feelings or final reflections in response to taking this survey?

b-And, specifically, for teachers, did they make any modifications to the curriculum that were inspired by the training?

10-Were there any significant relationships that emerged between **the study outcome variable of Global Self-Efficacy Scores post-special trainings** (based on ratings of 9 items, as detailed above from post-special training)—as the study dependent variable—and selected demographics and other variables?

11-What were the emergent themes from the analysis of the responses to the open-ended questions on the *Our School Survey*?

12-What are the implications of the body of findings from the *Our School Survey* with regard to the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds?

13-What recommendations arise from the overall case study for the school—so as to inform their future plans?

14-What are the implications of the case study for other schools that might seek to design professional development and special trainings using the Emdin (2016) book, or other strategies for school transformation toward greater cultural competence for working with diverse urban youth—and what recommendations may be offered?

Delimitations

The study was delimited to those materials that the school's Director of Student Support elected to share with the Principal Investigator for use in the secondary analysis of existing data. This included the *Our School Survey* data set, for example, that is analyzed in this dissertation, providing both quantitative and qualitative data.

Limitations

Limitations included the relatively small sample size of staff that completed the *Our School Survey* (N=47). Given the school staff was N=75, this represented a 63% response rate. As a result of the small sample size, the regression analysis could not be reported.

Definition of Terms

A number of terms are defined in this section, as additional introduction to the study. The terms include explanations of professional development (PD) and special training activities that were part of what the school engaged in as part of the pursuit of transformation.

Case and Case Study - Case has been defined as a “a contemporary phenomenon within its real life context, especially when the boundaries between a phenomenon and context are not clear and the research has little control over the phenomenon and context (Yazan, 2015; Yin, 2002, p. 13). There is an underlying assumption that other research strategies (e.g., history, experiment, surveys) “are not capable of inquiring into the case that interests researchers” (Yazan, 2015, p. 138). As a result, researchers need what is a novel “comprehensive research strategy” referred to as case study (Yazan, 2015; Yin, 2002, p. 14). Case study is considered “particularly instrumental for program evaluation” (Yazan, 2015, p. 138). Case study “draws from manifold evidence for triangulating purposes and avails itself of “prior development of propositions to guide data collection and analysis (Yazan, 2015, p. 138; Yin, 2002, pp. 13-14). When using the case study method, “researchers should be able to see the logic behind it in conformity with the theoretical proposition and the characteristics of the case” (Yazan, 2015, pp. 138-139).

Black teacher focus - Creating a space for teachers of color to meet and discuss shared experiences, and relevant topics including race, bias, and privilege, as it relates to their roles in the school. This functioned as a small group experience that occurred several times and was highly valued.

Charter schools - These are part of a “broader movement in public education toward results-based accountability” (Finnigan, 2007, p. 1). Charter schools, therefore, focus on outcomes that provides an opportunity for change-oriented educators set up an autonomous school that offers a free education. As per Finnigan (2007), the theory of charter schools “assume that this combination of autonomy and accountability will allow educators to implement innovative ideas and practices” (p. 2). Charter schools were established, going back to the 1990s, being based on a core assumption about school improvement: i.e., schools will “better serve students if they are both autonomous and publicly accountable” (Finnigan, 2007, p. 2; Kolderie, 1990, 1992).

Code switching - Emdin (2016) described code switching as a “practice that has taken root in fields like linguistics, sociology, and cultural anthropology, and that focuses on where and how a speaker alternates between two or more languages or dialects in the context of a conversation or interaction” (p. 64).

Cogenerative Dialogues - Emdin (2016) defined cogenerative dialogues as an emancipatory practice that allows for the merging of the “culture circle” and the cypher [see definition below] (p. 64). Cogenerative dialogue may be considered as simple communication between learners and educators that is aimed at “co-creating/generating plans of action for improving the classroom” (p. 65).

Coteaching - A term Emdin (2016) used while stressing how there is “a reality pedagogy-based version of coteaching” that “involves the transfer of student/teacher roles so that everyone within the classroom can gain the opportunity to experience teaching and learning from the other’s perspective” (p. 88).

Cosmopolitanism - Emdin (2016) defined cosmopolitanism in reality pedagogy as “an approach to teaching that focuses on fostering socioemotional connections in the classroom” (p. 105). The aim of cosmopolitanism is to build students’ sense of responsibility to each other and to the learning environment.

Cultural competence - This is “generally defined as a combination of knowledge about certain cultural groups as well as attitudes towards and skills for dealing with cultural diversity” (Betancourt, 2003; Seeleman, Suurmond, & Stronks, 2009).

Culturally responsive teaching - A term that Larson (2018) defined as “the understanding and incorporation of a student’s culture into the classroom is referred to as culturally responsive teaching or culturally responsive pedagogy” (p. 154). Further, as per Larson, engagement in “culturally responsive teaching generally begins with knowledge of culture in a broad sense, teachers’ clear understanding of their own and others’ cultures, and an ability to connect to their students through this understanding” (p. 154). Also, strategies used “to foster this connection may include integrating artifacts that reflect a student’s interests and using real-world examples and problems to solve during instruction to connect students to their community, national, and global identities” (p. 154).

Cypher - A term Emdin (2016) defined as “a highly codified mode of communication and dialogue that neoindigenous engage in on the street corners and other places within urban neighborhoods” (p. 62).

Neoindigenous - A term Emdin (2016) used to identify urban youth of color. “Positioning urban marginalized youth as neoindigenous moves beyond a literal

biological or geographical connection and into more complex connections among the oppressed that call forth a particular way of looking at the world” (p. 9).

Privilege walk - This refers to an activity that usually involves at least 10 or more participants. The facilitator reads multiple statements, and participants take steps forward or backward based on their responses to the statements. When a person keeps stepping forward, it is a reflection of the multiple experiences of privilege they have enjoyed across their lifetime; meanwhile, just as they have been stepping forward, another person who has suffered multiple disadvantages has stepped backward. By the end of the exercise, it can be a shocking experience to see where one stands in relation to someone else. This activity pushes participants to confront the ways in which society privileges some people over others. The purpose of the activity is to encourage participants to reflect on the different areas in their lives where they have experienced privilege, as well as the different areas in their lives where they do not have privilege.

Reality Pedagogy - Emdin (2016) described reality pedagogy as “an approach to teaching and learning that has a primary goal of meeting each student on his or her own cultural and emotional turf” (p. 27). Reality pedagogy focuses on making the local experiences of the student visible and creating contexts where there is a role reversal of sorts that positions the students as the expert in his or her own teaching and learning, and the teacher as the learner” (p. 27).

Social emotional competence (SEC) - A term that refers to

a multivariate construct that includes children’s ability to identify emotions in themselves and others, being able to manage their emotions appropriately, having positive interactions with teachers and peers and solving problems effectively. Five, core teachable SECs essential to SEL (social emotional learning, or SEL, defined, below) are self-awareness, self-management, social awareness,

relationship skills, and responsible decision making. (Humphries et al., 2018, p. 158)

Social emotional learning (SEL) - “The ability to encode, interpret, and organize emotional and social information are skills needed to both engage in learning, and to develop self- and social awareness and make responsible decisions” (Humphries et al., 2018, p. 158). Furthermore, this “is particularly relevant during early childhood because this is a critical period in the development of children’s social-emotional abilities” (p. 158).

White Savior Complex - This term refers to western people attempting to “fix” the problems of people of color without understanding their history or needs. Like a savior, the White person with this complex seeks to rescue or save the disadvantaged person of color, including “fixing” them. This is seen as reflecting a great deal of naivete, arrogance, and bringing a sense of superiority to interactions with those people of color deemed inferior and in need of saving.

White teacher focus - Creating a space for White teachers to meet and discuss shared experiences and relevant topics including race, bias, and privilege as they relate to their roles in the school. This functioned as a small group experience that occurred several times and was highly valued.

Conclusion

Chapter I, Introduction, served to introduce the challenges faced by urban youth of color as well as teachers of color, in particular, given the school climates that all too often prevail—and the lack of adequate training in cultural competence for teachers in training programs. More specifically, this chapter has provided a statement of the

problem, citing the need for urban schools serving youth of color to strive to undergo a transformation of the school climate, as well as the school personnel toward the achievement of greater cultural competence. This chapter also provided the purpose of the study, research questions, study delimitations and limitations, and key definitions of terms.

Chapter II, Review of the Literature, next covers research studies and scholarship on topics pertinent to this study. Chapter III, Methods, provides the methods, procedures, and data collected in this study. Thereafter, Chapter IV provides the results of quantitative and qualitative data analysis. Finally, Chapter V provides a discussion of the study results, including implications and recommendations. The result should be final recommendations for other schools considering using the Emdin (2016) book as a guide to school and personal transformation toward greater cultural competence in work with urban youth of color in schools.

Chapter II

REVIEW OF THE LITERATURE

This chapter provides a review of the literature relevant to this study. Specifically, this chapter reviews literature covering the following topics: (a) changing demographics in the United States and urban schools; (b) research on the achievement gap between White school children and African Americans, Hispanics, and immigrants; (c) research on the characteristics of contemporary urban school children (K-9) and their diverse cultural backgrounds; (d) research on links between racial inequalities and health inequalities; (e) research on contemporary challenges of zero tolerance policies and disproportionate suspension and expulsion by race/ethnicity and gender; (f) research on strengths and deficits of contemporary teacher training models and need for cultural competence among educators; and (g) the theoretical framework guiding this study (i.e., reality pedagogy [Emdin, 2016]; social cognitive theory and self-efficacy [Bandura, 1977, 2001]; biopsychosocial theory/model of racism as a stressor and coping response [Clark, Anderson, Clark, & Williams, 1999]).

Changing Demographics in the United States and Urban Schools

According to Hull (2017), the population demographic of the United States is undergoing rapid changes; individuals of Hispanic descent are estimated to be the

“largest and fastest growing minority” group in the country (p. 2). Findings indicated that about “16.3% of the population” of the United States is made up of Hispanic speakers (p. 2). The rapidly increasing population of Hispanics is attributed to “high fertility rates and high rates of migration into the country” (p. 2). The “Hispanics are disproportionately young,” which implies that most “are currently receiving their education” (p. 2).

There has been a radical change in U.S. demographics over the last 5 decades (Craig & Richeson, 2018). In 2015, 62% of the U.S. population was Whites, which is lower than 1965 demographics, where “non-Hispanic whites made up 84 percent of the U.S. population” (p. 141). These findings suggest that as the percentage of Whites continues to decrease, “the populations of various racial minority groups [will] increase” (p. 141). The observed trend “is projected to continue for the foreseeable future” (p. 141).

A summary of the findings from the U.S. Census Bureau’s 2014 National Projections also revealed that the “United States is projected to become more racially and ethnically diverse in the coming years” (Colby & Ortman, 2017, p. 8). Although non-Hispanic Whites constitute the “largest racial and ethnic group and accounts for greater than a 50 percent share,” that trend is expected to change by 2060 (p. 9). The findings suggested that, by 2060, non-Hispanic Whites will only make up “44 percent, as its population falls from 198 million in 2014 to 182 million in 2060” (p. 9). Various minority populations are expected to grow faster, with the Asian population projected to grow “with an increase of 128 percent” between 2014 and 2060 (p. 9). By 2060, it is expected that the Asian population will “account for 9.3 percent of the total population,” or will make up “more than one-quarter of the total population” (p. 9). The Hispanic

population is expected to register “an increase of 115 percent” (p. 9). The Black American population is expected to register an “increase of 42 percent,” with its share of population increasing “slightly from 13 percent in 2014 to 14 percent in 2060” (p. 9). It is therefore expected that in the future, the “United States will become a ‘plurality’ of racial and ethnic groups” (p. 9).

An assessment of the current population of the individuals below 18 years of age revealed a decline in non-Hispanic Whites, with their children making up only “52 percent of children” (p. 9). The findings suggested that, by 2060, “64 percent of children will belong to racial and ethnic minorities” (p. 10). The conclusion indicates that the U.S. population is dynamic, with the population of the minorities rapidly increasing (Colby & Ortman, 2017).

Strmic-Pawl, Jackson, and Garner (2018) also suggested that the population of minority groups is increasing, but actual numbers are not accurately reported. According to the 2010 Census, “roughly 16 percent of the population were identified as Hispanic” (p. 4). The findings, however, indicated that some groups within the American population are “undercounted and disadvantaged in terms of acquiring services,” due to lack of recognition during the Census (p. 5). The Middle Eastern and North African populations are “deemed White by the Census Bureau,” which leads to an estimation of the Arab population at about 1.9 million, significantly less than the 3.7 million reported by the Arab American Institute (Strmic-Pawl et al., 2018, p. 5).

Mordechay and Orfield (2017) also suggested that the “nation’s future workforce and political leadership are sure to be” a majority non-White” (p. 194). Recall from above that the observed demographic diversity in the United States is associated with “changing

patterns of fertility and international migration” (p. 194). In 2013, the United States reached a tipping point, where for the first time “most of the babies born were members of minority groups” (p. 194). Therefore, it is expected that the toddlers of minority groups “will certainly become, before their old age, the country’s numerical majority” (p. 194). In most metropolitan areas, “populations have already passed the toddler (age 0–5) majority-minority threshold” (p. 194). In urban areas such as Los Angeles and New York, “81% and 63% (respectively) of toddlers are already non-White” (p. 196). Changing demographics “are sure to reverberate in a dramatic way through the nation’s education systems” (p. 196).

The changing demographics also raise questions about how the “nation’s schools are preparing the next generation of students” (Mordechay & Orfield, 2017, p. 194). The shift in demographics poses “imperative challenges for the country’s public schools” (p. 196). As indicated above, the “Latino school-aged population has more than doubled,” thus increasing the challenge of “more students living in poverty and in segregated neighborhoods” (p. 196). Without proper structures in place, the observed demographic shift is likely to “create a different and far more complex educational reality” (p. 197).

The student population in U.S. urban schools is continually changing (Bottiani, Larson, Debnam, Bischoff, & Bradshaw, 2017). By 2024, the population of the minority students will account for “56% of the student enrollment in U.S. public schools” (p. 3). However, the demographics of the teaching force remain monolithic and are largely dominated by Whites (p. 3). Findings indicated that “82% of U.S. public school teachers are non-Hispanic White” (p. 3). Hence, while “the proportion of teachers of color

entering the workforce...are of color (21%),” the representation of teachers of color “does not suggest significant change on the horizon” (Bottiani et al., 2017, p. 3).

Asian Americans are also frequently underrepresented in U.S. schools (Zhang & Debs, 2018). Despite the increase in the number of Asian American students “by 113%,” the number of Asian American students has been reported to be only 1.5% (p. 17). However, there is improvement in the representation of Asian teachers in U.S. schools, as indicated by findings suggesting that “[b]etween 2007-2008 and 2011-2012 school years, the overall percentage of Asian American teachers grew by 25%” (p. 9). The improvement should be interpreted with reference to the fact that from “the 2010 United States Census, only 5.6 percent of respondents identified as Asian American” (p. 17).

Research on the Achievement Gap—Between White School Children and African Americans, Hispanics, and Immigrants

The achievement gap can be defined as the “differences in academic performance between groups of students of different backgrounds” (Zhang & Debs, 2018, p. 5). Student backgrounds may be stratified based on “ethnic, racial, gender, English language learner, disability, and income status” characteristics (p. 5). Various data metrics may be used to measure such achievement gaps, including “access to early childhood education, quality teachers, advanced (e.g., Advanced Placement or Honors) courses, extracurricular opportunities, materials, facilities, and technologies” (p. 5). Frequently used data metrics, however, relate to “strict performance metrics such as scores on state, national and classroom exams” (p. 5). Race is a critical “determining factor in perpetuating inequality in the national education system” (p. 5). Race-related factors that help to perpetuate the achievement gap include the “segregation in communities, resource disparity in schools,

and implicit biases within classrooms” (p. 7). Practices such as school tracking, which bolsters “the achievement of White students and limit[s] the achievement of Black students,” also contribute to the existing achievement gap between minority and White students (p. 8).

Approaches used to implement tracking systems “favor more wealthy White students and disfavor Black students,” and may result in “Black students who may be eligible for upper level courses [being] dissuaded or prevented from doing so” (Zhang & Debs, 2018, p. 8). The existing achievement gap may be attributed to the fact that White teachers “expected lower educational achievement from Black students, and higher educational achievement for Asian American and White students” (p. 10). Teachers’ expectations of students often determine their “willingness to mentor them,” which results in teachers spending “more resources on White and Asian American students and less resources...on Black students in the same classroom” (p. 10).

In a study assessing existing literature on charter schools and the achievement gap, Cohodes (2018) noted that “the composition of the student population” influences the achievement gap (p. 8). Urban charter schools are “free and open to the public,” with anyone who wins the lottery being given admission to the schools (p. 1). The “free and open to the public” policy of the urban charter school ensures representation of students from different segments of the society. The impact of positive test scores was observed in urban charter schools that “serve minority, low-income, and low-achieving students” (p. 8). Based on such findings, Cohodes recommended that charter school lottery practices be adopted in traditional public schools as one potential way to begin to address the achievement gap.

Despite the insistence on fair access to education for all, there are still ethnic-based gaps in achievement (Carnoy & García, 2017). Findings indicated that “race and ethnicity continue to be important factors in explaining achievement differences” (p. 2). Gaps in achievement have been observed “between blacks and Hispanics versus whites” (p. 2). Further, minority students may more often reside in “low-income, racially segregated neighborhoods,” with low achievement “closely intertwined with social class” (p. 2); it has been observed that the “gaps between higher- and lower-income students persist” (p. 2). Analysis of the “student microdata from the National Assessment of Educational Progress (NAEP)” showed reduction in the “black-white and the non-ELL Hispanic-white achievement gaps fell in the late 1990s and the first decade of the 2000s” (p. 26). However, for “Hispanic English language learners and Asian English language learners,” the achievement gap widened in favor of White students (p. 26).

Leavitt and Hess (2017) provided an in-depth assessment of the Hispanic-White achievement gap in the United States, revealing that language “acquisition can influence academic achievement, and particularly scores on achievement tests” (p. 30). It is further evident that the “effects of acculturation and immigration may also influence Latino students’ academic achievement” (p. 30). Low achievement among Hispanic students compared to White students could be linked to “differing behaviors and behavioral expectations” among different cultures (p. 30).

The existing achievement gap between Hispanic and White students could also be due to interaction between the Hispanic culture and the majority culture, which can result in “oppression, marginalization, and/or alienation” (Leavitt & Hess, 2017, p. 32). Involuntary Hispanic and African American immigrants, such as those who entered the

United States through slavery, “react against the dominant culture by refusing to conform,” which sometimes includes “not striving for academic achievement” since they may “[perceive] it as acquiescing to the oppressors” (p. 32). Low achievement among Hispanic students is also associated with “direct effects of low income, as well as more latent consequences of living in poverty” (p. 32). Leavitt and Hess (2017) concluded that low achievement among minority children is not “due to some type of fault or inferiority within the children”—a viewpoint that is “not sufficient to solve the puzzle of disparities” (p. 34).

In addition, White et al. (2016) suggested that “59% in Math test scores can be accounted for by SES and racial factors” (p. 10). Students from minority populations “have lower average reading, mathematics, and science scores compared with their White peers” (p. 12). Schools with higher numbers of minority populations registered lower achievement, with an increase in the minority population by 1%; this resulted in “0.19% decrease in English Language proficient and 0.33% decrease for Math” (p. 10). The achievement gap that exists is associated with “intergenerational social and economic disadvantages” among minority groups, especially Black families (p. 11). Without considering race-related issues in addressing the achievement gap, “changes in other school level predictive factors would not result in significant outcome” (p. 18).

Hence, racial achievement gaps can be attributed to “economic and social factors such as poverty, quality of schools, economic resources, and academic preparation” (Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016, p. 746). Low achievement among minority students may also be attributed to the psychological stressors that make them “feel less engaged in their classes, feel stigmatized, or worry about whether they

belong” (p. 746). The challenges faced by minority students can be compounded by the challenges associated with their social class, since “social class and ethnicity are often confounded” (p. 751). It should, however, be noted that “many interventions to close racial achievement gaps have not considered the impact of social class” (p. 751).

Harackiewicz et al. stressed the “importance of intersectionality in examining the independent and interactive effects of race and social class” (p. 765).

Racial achievement gaps can also be explained based on the “income segregation between school districts” (Owens, 2016, p. 1). Examining economic factors in the study of racial achievement gaps is essential, since “racial and economic segregation are deeply intertwined” (p. 10). Evidence has shown that “White and black students remain highly segregated between schools and school districts” (p. 2). Findings also indicated that “Black high-income families tend to live in lower-income neighborhoods than comparable white families” (p. 3). Given that “Black students have lower family incomes, on average, than White students,” there is a high likelihood that most Black students will attend schools in poor neighborhoods (p. 10). Such segregation results in “inequality in the economic and social resources available in advantaged and disadvantaged students’ school contexts” (p. 1). Evidence has also shown that minority students from low-income families often have “lower self-image and feel more isolated when they attend schools with more high-income peers,” which results in psychological and socio-emotional problems (p. 7). The psychological and socio-emotional well-being of students is critically important and may “impact current or future educational achievement” (p. 8).

The racial achievement gap is a “social phenomenon that has infiltrated the academic arena” (Adams-King, 2016, p. 1). Evidence has suggested that “[n]egative stereotypes held by the dominant culture could be retarding the academic growth of Black males” (p. 3). Poor academic achievement can be linked to how African Americans view themselves, with the achievement gap being wider among those with “negative stereotypes about themselves, their looks, and their abilities” (p. 2). The academic achievement gap for the Black students is also associated with “substandard teachers” (p. 9). Findings indicated that Black and Hispanic students attend schools with “relatively inexperienced and lower-paid teachers” (p. 9). Evidence has also shown that misconception about Black students by teachers not only leads to disproportionate punishment and “feelings of hopelessness and despair, but also to academic disengagement” (p. 10).

Research on the Characteristics of Contemporary Urban School Children (K-9) and Their Diverse Cultural Backgrounds

Children in the contemporary urban schools are highly segregated based on race and class (Carnoy & García, 2017). Research indicated that a “higher fraction of black and Hispanic students attend high-poverty schools than white students” (p. 16). It is also evident that a high proportion of the Black and Hispanic students who may not be poor “are still more likely to attend schools that have large proportions of poor students” (p. 16). The number of Whites “tends to be higher” in urban schools compared to minority students, especially in regions with a predominantly White population (p. 13).

According to Mordechay and Orfield (2017), “approximately half of the students enrolled in the public schools are either Black or Latino” (p. 197). These Black or Latino

students mainly attend the “schools with a far larger majority of students of color” (p. 197). The schools with a majority of students of color have a high proportion of students “living in poverty, greatly limiting educational prospects” (p. 197). In urban schools such as those in Chicago and New York, half of the Black students attend “‘apartheid schools,’ where 99-100% of the students are non-White” (p. 197). Latino students also “attended a school with 75% poor students,” while White students attended “schools with 25% poor students” (p. 197). These findings showed that the “nation’s minority students are likely to attend intensely segregated and impoverished schools” (p. 197). This presents a challenge, as such schools are “connected to fewer resources and experience larger classrooms, higher dropout rates, less qualified and experienced teachers” (p. 197). It is important to note that “diverse schools can promote other positive outcomes” (p. 197). Evidence has shown that students who attend “racially and socioeconomically diverse schools are more likely to have high test scores and grades” (p. 197). Studying in a racially diverse classrooms is also associated with “complex and deeper levels of thinking” (p. 198).

Students of color such as “Black, Latino, Asian, Native American, Pacific Islander, and multiracial students” account for about “54% of all public school students” in some urban schools such as public Montessori schools (Debs & Brown, 2017, p. 2). The Montessori schools have been used to desegregate urban school districts including “Cincinnati, Ohio; Kansas City, Missouri; and Milwaukee, WI” (p. 2). Evidence has shown that 50% of Montessori schools are “racially diverse”—that is composed of close to “75% students of color” (p. 3). Findings also indicated that the enrollment of Black students in Montessori schools was “11% higher than the nationwide rate for public

schools” (p. 2). However, evidence indicated that, in a monoracial urban district with a predominantly White population, schools’ enrollment is “whiter or wealthier” (p. 3).

Debs (2016) also presented evidence that public Montessori education was implemented so as “to create racial diversity in urban school districts,” showing that the student body in existing urban school districts is characterized by a high proportion of “White and more-advantaged students” (pp. 15-16). However, not all Montessori schools have achieved the goal of desegregation, with findings “linking public Montessori to elite and White student enrollments in San Francisco” (p. 16). Debs found that charter Montessori schools are “Whiter on average and enroll fewer low-income students” compared to district/magnet Montessori schools. Still, the findings indicated that most Montessori schools “continue to attract families from all racial, ethnic, and socioeconomic backgrounds” (p. 27).

Logan and Burdick-Will (2016) observed that “high school segregation persists” in the United States “despite attempts to desegregate schools in the 1970s” (p. 325). In urban areas, “the typical white child attends a school with a majority of non-poor students” (p. 325). In addition, “sixty percent of Black and Hispanic students attend majority poor schools” (p. 325). Findings also suggested that White students “attend non-charter schools that average 61% White,” and Black students attend schools that average “56% Black,” and Hispanic students attend schools that average “62% Hispanic” (p. 333). The high enrollment of Black and Hispanic students in poor schools could be “due in part to black and Hispanic students’ disproportionate location in large city school districts” (p. 326). Evidence indicated that Black and Hispanic students make up “seventy percent of the 4.5 million students in 24 largest central city school districts” (p. 326).

Thus, in urban areas, “children of every group attend schools where their own group is greatly overrepresented” (p. 333).

Metropolitan schools such as those in Chicago are highly segregated along racial lines, with more than 70% of Black students attending “intensely segregated schools, schools where at least 90% of the students were Black” (Jankov & Caref, 2017, p. 9). Evidence has also shown that “nearly a third of White students [go] to schools with a majority White population” (p. 10). Urban schools located within predominantly White populations such as the Northwest side of Chicago adopt “selective enrollment,” with priority given to “students from the North and Northwest sides of the city” (p. 9). Evidence has shown that selective enrollment has resulted in a student body that is made up of “49% White, and just 5.5% Black” (p. 9). The findings showed that “two-thirds of all White students” in the urban schools in Chicago “attended schools with fewer than 10% Black students” (p. 10). Additional student characteristics vary, based on whether the schools qualify for free lunch, with “73% of all Black students and 75% of all Latino students” being reported to attend schools “where more than 90% of the students qualify for free lunch” (p. 11). Hence, “only 15% of White students” attend schools where most of the students qualify for free lunch (p. 11).

Research on Links Between Educational Inequities and Health Inequities

According to Vable et al. (2018), “education is an important social determinant of health” (p. 761). The findings from a longitudinal survey of 6,158 youths indicated that “benefits of education for self-reported measures of physical and mental health differed across sociodemographic groups” (p. 762). Findings showed that “education-promoting

policies predicted smaller socioeconomic disparities in physical, mental, and cognitive health” (p. 762). However, the link between education and health varies across demographics, as suggested by the fact that “compared to men, women benefit more from each year of education in predicting mental health” (p. 761). The authors concluded that “policies to increase educational attainment among these groups could reduce racial and socioeconomic inequities in mental health” (p. 763).

According to Solé-Auró and Alcañiz (2016), a “low level of educational attainment impacted men and women in a similar fashion with regard to poor levels of self-perceived health” (p. 135). Evidence has suggested that the attainment of high levels of education is “a protective factor against poor health and disability” (p. 135). Their findings indicated that individuals who have a low level of education “face restrictions that limit their universal protection” and also “face longer waiting times,” which impact their access to health care services (p. 135). The conclusion based on these findings suggested that less-educated individuals “constitute the most disadvantaged group in terms of health” (p. 126).

Penman-Aguilar et al. (2016) found a “dose-response relationship between educational attainment and health in the United States” (p. 2). As noted above, disadvantaged individuals with poor education experience “a disproportionate burden of poor health” (p. 2). Yet, the effect of educational disparities on the health is “avoidable or remediable” (p. 2). Addressing the educational disparities therefore “remains a public health priority” (p. 3).

It has been established that “adults with higher educational attainment live healthier and longer lives compared with their less educated peers” (Zajacova &

Lawrence, 2018, p. 273). Poor health patterns in the United States are “partially due to the large health inequalities and poor health of adults with low education” (p. 274). Evidence has shown that “schooling is linked with better health” and that “all health outcomes were also found to be strongly patterned by education” (p. 275). The findings further indicated that “less educated adults report worse general health and more chronic conditions” (p. 275). Moreover, individuals with a “high school diploma have roughly a 57% chance of reporting fair or poor health, compared with only a 9% chance among college graduates” (p. 276). Race-based assessment suggested that “education appears to have stronger health effects for non-Hispanic whites than minority adults” (p. 275). The observed disparity is linked to the “systematic social differences in the educational process such as quality of schooling, or institutional type” across different races (p. 276).

The link between educational inequities and health inequities may also be understood via economic terms, wherein a high level of education increases the chance of a high-paying job, which enables one to “accumulate wealth that can be used to improve health” (Zajacova & Lawrence, 2018, p. 277). The economic explanation of the link between health inequalities and education inequalities may “account for about 30% of the correlation” (p. 277). Education inequalities amplify health inequalities; individuals who suffer education inequalities are “vulnerable without social safety nets” to protect their health (p. 278). Hence, it is important to address the inequalities within the education sector so as to “avoid the unintended consequence of increasing inequalities” (p. 278).

According to Woolf (2017), “[m]eaningful progress in addressing health inequities requires complementary policies to reduce inequities in education” (p. 986). Thus, successfully addressing education inequalities may eventually “determine whether

people can afford to maintain healthy behavior” (p. 986). Woolf suggested that the population must get “a good education and access to education,” since it directly influences their current income, future net worth, and ability to bridge health inequalities (p. 989).

The relationship between health inequalities and education inequalities may additionally be viewed via a racial lens. Evidence has shown that men of color, unlike White men, “do not benefit equally from higher educational attainment in terms of access to health-promoting resources” (Gilbert et al., 2016, p. 301). According to these findings, Blacks are not given unhindered access to the “institutions that provide aid and support, such as employment, education, and health care” (p. 305). Evidence has also suggested that the focus of Black males on pursuing hegemonic masculine ideals results in “the poorest status across a number of health outcomes” (p. 305). These findings indicated that demonstration of hegemonic masculine ideals “through educational attainment and economic means may lead to disparities in health behaviors and outcomes” (p. 302).

According to Oshio (2018), educational attainments as key “indicators of one’s socioeconomic status” also make them a “key determinant of health in later life” (p. 1). Evidence has suggested that, unlike higher-educated individuals, “health is predicted to deteriorate more rapidly with age for lower-educated individuals” (p. 1). It is suggested that “lower-educated individuals may also undertake an unhealthy lifestyle or behaviour, resulting in higher risks of worsening health” (p. 2). Oshio stated that the lack of social participation may result in health disparities and educational inequalities, such that “lower-educated individuals are at high risk in failing (or be reluctant) to engage in social participation” (p. 7).

The increase in the educational disparities between different socioeconomic groups is “associated with increasing inequality in health” (Vilhelmsson & Östergren, 2018, p. 2). Evidence has shown that health behaviors “are more readily adopted by individuals with high educational levels” (p. 2). Attempts to promote health behaviors such as smoking cessation among individuals with low educational levels are often “counterproductive due to perceived stigmatizing effects” (p. 2). Unlike individuals with low education level, those with more education are “more inclined to quit smoking,” also resulting education-related health inequalities (p. 9). Thus, “policymakers who wish to reduce health inequalities” need to consider “the possible differential effects regarding education level” (p. 9).

Research on Contemporary Challenges of Zero Tolerance Policies and Disproportionate Suspensions and Expulsions by Race/Ethnicity and Gender

A primary contemporary challenge of the educational system is the disparity in exclusionary disciplinary actions among students from different races (Larson, Pas, Bradshaw, Rosenberg, & Day-Vines, 2018). African American students continue to be overrepresented in the discipline data, with reports indicating they are “three times as likely to get suspended as white students” (p. 153). The disproportionate representation of African American students in exclusionary disciplinary actions results in them losing “twice as many days of instruction” compared to White students (p. 154). The findings also suggested how “disproportionality and the subsequent school-to-prison pipeline begin in the classroom,” which raises the need to establish urgent measures to address the problem (p. 154).

According to Zhang and Debs (2018), teachers show “implicit bias against Black and Hispanic students regarding discipline” (p. 9). Findings suggested that teachers are more likely to monitor “the behavior of Black male students in comparison to students of other genders and races” (p. 9). The disproportionate attention paid to Black students results in a “high rate of expulsions and suspensions” being reported among Black students compared to White students (p. 9). Further, “Black teachers are less likely than White teachers to exhibit this implicit bias” (p. 9).

Hines-Datiri and Carter Andrews (2017) noted that disproportionate disciplinary measures targeting minority students found that young Black women were more “likely to be suspended or expelled through exclusionary discipline than their female counterparts” (p. 1). Hence, Black girls are often “violently removed from K-12 classrooms or assaulted by educators and police for “disturbing schools” (p. 2). The researchers offered one example of “6-year-old Salecia Johnson, a Black female student in Georgia, who was handcuffed at school and removed in a police car” (p. 2). Similarly, the authors provided another case where a black girl, “5-year-old J’aiesha Scott, was handcuffed in the principal’s office by three police officers” because of a temper tantrum (p. 2). The findings raise questions about the implementation of disciplinary policies and indicated that “Black girls are subjected to anti-Black racism” and “penalized under exclusionary school disciplinary practices” (p. 2). Moreover, the “mistreatment of Black girls has been most prominent in schools located in urban centers” (p. 2). These biased disciplinary practices are often associated with “stereotypes about Black femininity” (p. 2).

Zero tolerance policies are also blamed for “racialized and gendered outcomes” (Hines-Datiri & Carter Andrews, 2017, p. 2). Zero tolerance policies sanction “students for illegal activity and nonviolent offenses” (p. 5). Such policies are imposed through student “surveillance through metal detectors, locker searches, and school resource officers in urban schools” (p. 5). The violation of zero tolerance policies attracts “out-of-school suspension and expulsion” (p. 5). Moreover, safety measures that are allowed under zero tolerance policies “have been used by schools to criminalize students of color” (p. 5). The biased application of the zero tolerance policies is associated with a disproportionate number of Black students being suspended or expelled, with evidence indicating that suspensions have “nearly tripled for Black youth” (p. 5). Hines-Datiri and Carter Andrews also revealed “implicit racial bias of educators” towards Black students, evidenced by the “police involvement for minor infractions” (p. 5). The biased application of the zero tolerance policies is likely to lead to increased involvement “in the juvenile justice system” and “higher rates of underachievement” (p. 6). Misrepresentation of Black girls as hostile “creates a schooling environment where Black girls are subjected to gender expectations” (p. 7). The conclusions indicated that biased sanctions under zero tolerance policies ultimately “hinder or support” the “academic performance and healthy identity development” of Black students (p. 18).

Scott, Moses, Finnigan, Trujillo, and Jackson (2017) argued that “Black and Latinx students experience police violence and school discipline unequally” (p. 3). High-stakes approaches to school discipline such as zero tolerance policies “function more to punish communities of color than to support them” (p. 3). In urban areas, the segregation of schools into district schools based on demographic patterns has “reproduced inequality

through their effects on the distribution of opportunity and resources” (p. 16). The recommendations suggested that there is a need to create and support “racially and socioeconomically integrated schools” (p. 19).

The differential discipline that works against students of color is associated with a “history of institutional racism” in schools (Martin & Smith, 2017, p. 63). Differential discipline practices are likely responsible for statistics such as “African American students are 3.5 times more likely to be suspended or expelled,” although they “make up only 18% of the overall student population” (p. 64). The observed trends in biased school discipline are also associated with “the perception of Blackness as deviant” (p. 64). Black students are reported to be referred “for less serious offences that may not result in a referral for a White student” (p. 64). Further, Black students are often punished for actions that are “commonly not considered a threat when committed by a White student” (p. 64). Therefore, the education system utilizes disciplinary techniques as a “mechanism of social control” (p. 64).

The application of zero tolerance policies in urban schools is complicated by the fact that the schools “employ underprepared teachers, lack resources, and often operate from deficit mindsets” (Martin & Smith, 2017, p. 64). Such school systems view and treat Black students as “criminals or potential criminals” (p. 64). Martin and Smith (2017) concluded that the “subversive pattern of teacher behaviors and school policies” is to blame for high numbers of Black students being pushed out of schools (p. 70). They recommend that “teacher candidates, most of whom are White and female, must be challenged to confront their own implicit race-based biases” (p. 71).

Morris and Perry (2017) also argued that race determines “who is punished and how one is punished” (p. 1). Although racial bias in school discipline was reported early on, “little progress has been made since 1975 in mitigating school punishment disparities” (p. 1). The U.S. government has attempted to address the disproportionate suspensions and expulsion of children of color by issuing guidelines that remind “educators of the requirement to administer discipline fairly” (p. 2). Findings suggested that racial bias in school discipline affects “academic achievement at the individual and school levels” (p. 2).

The major problem linked to racial disparities in discipline is the issue of implicit bias, which is associated with “unacknowledged schemas that distort perceptions of racial outgroup members” (p. 3). Implicit bias in the administration of the disciplinary measures occurs with “person’s conscious awareness—and even against one’s stated intentions or beliefs” (p. 3). Implicit bias alters the “interpretations of student behavior” and often results in teachers punishing students of color “more severely than whites for the same or similar behavior” (p. 3). African American girls face greater bias, especially where they are “evaluated according to white gender standards” (p. 3). In such situations, African American girls are often disciplined “for assertive behavior interpreted as loud and overbearing” (p. 3).

Most schools in the United States “have employed exclusionary discipline policies that push students out of the classroom and into the criminal justice system” (Quinn, 2017, p. 291). These exclusionary discipline policies are counterproductive and increase the “risk of falling behind, dropping out” (p. 291). Quinn (2017) stated, “Black students were often referred for less serious and more subjective discipline reasons”

(p. 292). Thus, disciplinary actions taken against students are largely influenced by race. Consider how “Black students were four times more likely to be disciplined through suspensions or expulsions than their white peers” (p. 292). The “main engines of discipline disparities” are, in actuality, “school policies, practices, and leadership” (p. 292).

Negative effects of discipline policies such as zero tolerance have resulted in some states passing “bipartisan legislation to curtail these practices” and reduce the number of suspensions or expulsions (Quinn, 2017, p. 291). In Michigan, expulsions have become “the last option for school leaders” (p. 291). Restorative practices such as those introduced in Michigan were observed to “lower odds of receiving further office discipline referrals and suspensions” (p. 291). To this end, recommendations include “better training for teachers to better understand the students they teach and the cultures in the communities they serve” (p. 294). These teacher trainings should “harnesses each student’s cultural and emotional needs” (p. 294). Recall from Chapter I the need to adopt reality pedagogy that promotes “cultural understandings of students within a particular space” (p. 294).

Research on Strengths and Deficits of Contemporary Teacher Training Models and Need for Cultural Competence Among Educators

According to Larson et al. (2018), there is a need for cultural competence among teachers to address the “discipline gap between White students and African American students” (p. 153). It is important for teachers to have good knowledge of the “association between a student’s culture and behavior,” as this may influence interpretations of behavior that could lead to disciplinary action (p. 154). It is also necessary to

“incorporate the student’s culture into teaching,” so as to “improve the outcomes of students” from different racial backgrounds, particularly those from minority groups (p. 154).

Larson et al. (2018) assessed how student behaviors relate to the use of culturally responsive teaching among 274 teachers in 18 schools, revealing a “significant association between observations of culturally responsive teaching” and positive ratings of student behavior (p. 162). The use of culturally responsive teaching approaches such as “lessons relating to the real world” resulted in “positive ratings of observed student behavior” (p. 162). However, the findings also indicated that existing “culturally responsive teaching practices” are low, and there is still “room for growth on this skill” (p. 162). It is important to note that research into “teachers’ use of culturally responsive practices is currently inconclusive” (p. 154). Such scarcity in the literature necessitates further assessment of the “culturally responsive practices, particularly in relation to student outcomes” (p. 154). Future assessment of the need for culturally competent teachers should limit the use of “self-reported self-efficacy measures [which] may not be the most valid indicators” of confidence or competence to perform behaviors (p. 162).

Few educators are equipped with the required expertise to “bridge cultural differences” that hinder access to equal learning opportunities for all students (Bottiani et al., 2017, p. 2). With “shifts in the racial, ethnic, and cultural diversity of students in U.S. schools,” there is a need to increase the number of culturally competent teachers who have the ability to “leverage culture and cross-cultural differences in the classroom” (p. 2). There are various training frameworks that target educators’ ability to “fit between students’ home and school cultural ways of knowing and learning” (p. 4). These training

frameworks also seek to enhance “teachers’ understanding of students’ cultures as “funds of knowledge” (p. 4). Findings indicated that efforts to enhance cultural competence among educators mainly include in-service interventions; such adopted in-service interventions only focus on a “singular target for change” (p. 14).

Training models such as the “Positive Behavioral Interventions and Supports (PBIS)” aim to enhance the adoption of culturally competent teaching approaches (Bottiani et al., 2017, p. 12). PBIS teaches cultural competence by targeting a combination of “school-wide procedures, skills, and knowledge/beliefs” (p. 14). Bottiani et al. (2017) found that rather than incorporating a didactic approach in professional development training, interactive sessions that “employed role-playing, simulations, and group and individual analysis of case scenario” were favored (p. 14). Other approaches that use in-service training of teachers include “immersion experience and coaching for new teacher induction” (p. 14). One problem associated with the implementation of an in-service intervention is the lack of a defined implementing body. In some schools, “outside researchers implemented the interventions,” while others had “district, school staff or the grade-level chairs” (p. 14). There is also a lack of regulation regarding participation in such programs, where perhaps it is voluntary or mandated, “specific to a cultural group or generalizable across diverse groups” (p. 14). There is still limited evidence regarding “effective strategies to promote educators’ use” of culturally responsive practices (p. 5). Bottiani et al. concluded that, based on their obtained outcome, the training program to target enhanced cultural competence among teachers was “inadequate to draw conclusions regarding efficacy, effectiveness, and readiness for dissemination” (p. 25).

Powers (2018) also emphasized the need to train educators on how to teach a multicultural class. Teachers are in a “position to serve as role models” and play an important role in “setting the tone in the classrooms as well as developing pedagogical approaches to deliver subject content” (p. 30). However, without adequate cultural competence training, teachers may adopt “the traditional perspective of curriculum as neutral and apolitical” (p. 30). Without sufficient cultural understanding, teachers often pass on “knowledge produced by Western thinkers and artists as a means of enforcing a common culture” (p. 30). Such teachers often “quickly determine that the students’ attitudes towards the educational institution are oppositional in nature” (p. 30). Moreover, students who attend classes that are not culturally sensitive feel that their culture is “less honored or even ignored in their classrooms,” so that students “are more likely to disengage from schooling” (p. 30).

When faced with the challenge of addressing poor achievement as a result of cultural disparities, poorly prepared teachers lack “personal understanding” or lack “proper skills required to confront such issues” (Powers, 2018, p. 31). Without proper training of teachers on culturally responsive teaching practices, there is a high risk that the underachievement among minority students is likely to be linked with cultures “too impoverished to value education” (p. 31). It is, therefore, important to develop cultural competence among teachers since they “are uniquely positioned” to support and foster “the performance and long term success of students” (p. 35). However, teacher preparation programs rarely acknowledge the “significance of cultural relevance in the classroom,” rather focusing on the “importance of high achievement and acculturation of dominant White, middle-class norms” (p. 39). Although some strides are being made

towards the incorporation of culturally responsive practices in teacher preparation programs, the importance of such actions is “limited to an abstract talking point, shrouded in theory and political ideology” (p. 39).

Despite advances towards the implementation of culturally competent teacher education programs, “the great majority continues to turn out roughly 80% White cohorts of teachers” (Sleeter, 2016, p. 1). In 2012, “the U.S. teaching force was about 82% White,” reinforcing the importance of adequate teacher training on cultural competency (p. 2). Sleeter (2016) noted that there is “White resistance to and fatigue from talking about and working with minority races” (p. 2). It should be noted that even in schools where teachers believe they know what “culturally responsive pedagogy is, most attributed their students’ academic difficulties to factors within the student and family rather than to pedagogical factors under educators’ control” (p. 3). Such a response is associated with shortcomings in teacher training programs, for example, the “Whiteness of teacher education” (p. 3).

Sleeter (2016) found that a high proportion of White teachers in the teacher education faculty influenced “how curriculum is designed and what is taught; how students are recruited and selected” (p. 4). A faculty that is made up of diverse members is more likely to develop coursework that “would focus on working with children and families from culturally diverse backgrounds”—as opposed to a predominantly White faculty (p. 4). It is also argued that it is “difficult to shift the center of gravity of a program in which the center is defined by White interests” (p. 4). Another deficit in teacher training models is that the “curricular content of teacher education programs tends to reflect White sensibilities” (p. 4). Although most contemporary programs include

“coursework related to racial, cultural, and/or language diversity,” evidence has suggested that the programs are “giving only minimal attention to race, ethnicity, and culture” (p. 4). The curriculum of teacher education has been faulted for being “Eurocentric and White dominated” (p. 4). Thus, teacher training programs do not result in a “profound shift in perspective that many researchers consider fundamental to becoming equity-minded/socially just teachers” (p. 5). Evidence has suggested “teacher educators tend to focus on the emotional needs of White students” (p. 5). In addition, although teacher educators’ intention may be to prepare “teachers for students of color,” they may have misconceptions about minority students that elicit sympathy rather than “challenge their beliefs and their ability to relate to children and families of color” (p. 5).

Findings also suggested the failure of the color-blind conception to address how “race matters in education,” while serving to support the “continued Whiteness of teacher education” (Sleeter, 2016, p. 6). The selection of the best teacher candidates appears to favor the “elite institutions in which enrollment of students of color is disproportionately low” (p. 6). Most elite schools are universities whose courses are designed for predominantly White students “who do not need to hold a job,” and who are capable of attending “class Monday through Friday during the day” (p. 7). State certification policies that guide the recruitment of teachers reinforce “Eurocentric knowledge” (p. 6). Such policies recognize teachers “without any content knowledge from ethnic studies” as being qualified (p. 6). The findings also indicated that those teachers “with a degree in ethnic studies” find it difficult to pass the teacher exams such as the California Subject Examination for Teachers (p. 7). Therefore, the tests that are meant to evaluate teacher qualifications keep “the teaching profession disproportionately White” and “reinforce

White dominance” (p. 7). Teachers of color who have received teacher training suggested that the “curriculum and field placements were not relevant to preparing teachers for their communities” (p. 8). Such teachers have also argued that the high proportion of Whites in teaching programs offers them “collective power to shape discourse in the teacher education classroom” (p. 8).

According to Mariscal, Velásquez, Agüero, and Urrieta (2017), teaching practices in urban schools are largely informed by the “moribund artifacts of colonial histories stubbornly informed by the power relations of the past” (p. 877). It is, therefore, necessary to undertake the process of “decolonizing these spaces” (p. 877). Any adopted pedagogies should be those that “ignite critical consciousness that can lead to transformative practices of being and knowing” (p. 881). The pedagogies adopted should enable students to “think, write and speak against the grain—to be attentive to elite appropriations of their voices and struggles, and to assess how consciousness may be reconstituted to promote a more socially just world order” (p. 881). Given the misgivings of the urban education curriculum and instruction, evidence has underscored that “the urgency to transform urban education is now” (p. 881).

Efforts to increase the number of minority teachers such as Black teachers, who may have a better understanding of the students from their community, are often met with challenges (Thomas & Warren, 2017). The challenge is even greater in classes with predominantly White students, where conditions under which a teacher “teaches are often troubling and precarious” (p. 1). Teachers of color are often “treated inequitably when compared with their white or female colleagues” (p. 1). Given the observed challenges, there is a need to increase the presence of Black educators since it contributes

“significantly to black students’ sociopolitical awareness, academic confidence, sense of cultural pride” (p. 1). However, it is also important to enhance understanding of the “unique socio-cultural experiences as educators” (p. 2). In addition to increasing the number of teachers of color, “culturally responsive teaching” is an “important frameworks for addressing increased school diversity and multiculturalism” (p. 2). Increasing the number of culturally relevant teachers is also important since they “facilitate collaborative learning in the classroom, and they understand that knowledge is co-constructed” (p. 2). In order to adopt culturally responsive teaching, pedagogies must be “validating, comprehensive, multidimensional, empowering, transformative, and emancipatory” (p. 2). Teachers also need to adopt language that makes them “more effective with culturally diverse student populations” (p. 3).

The Theoretical Framework for the Study

This section provides a summary review of the theories providing a framework for the study. Hence, this section includes a summary review of Emdin’s (2016) reality pedagogy and related concepts that he advances in his book, *For White folks who teach in the hood...and the rest of y’all too: Reality pedagogy and urban education* (Beacon Press). In addition, there is a role for additional theories, specifically, social cognitive theory and self-efficacy (Bandura, 1977), and the biopsychosocial theory/model of racism as a stressor and coping response (Clark et al., 1999).

Emdin’s Reality Pedagogy and Urban Education

There has been an articulation of reality pedagogy in relation to HipHop education and the movement to make urban education culturally appropriate for diverse

youth (Emdin & Jones, 2018). In his seminal work, Emdin (2016) described reality pedagogy as “an approach to teaching and learning that has a primary goal of meeting each student on his or her own cultural and emotional turf” (p. 27). Reality pedagogy focuses on making the local experiences of the student visible and creating contexts where there is a role reversal of sorts that positions “the student as the expert in his or her own teaching and learning, and the teacher as the learner” (p. 27).

Cogenerative dialogues. As a core concept in reality pedagogy, Emdin (2016) suggested that cogenerative dialogues are an emancipatory practice that allows for the merging of the “culture circle and the cypher” (p. 64). Cogenerative dialogue may be considered as simple communication between learners and educators that is aimed at co-creating/generating plans of action for improving the classroom (p. 65). In the adoption of the cypher, the “neoindigenous provide clues to the outside world about how to engage across differences and create an appropriate context for learning” (p. 64). Evidence has shown that cogenerative dialogues “increase student interest, participation, and performance” (p. 65). The use of cogenerative dialogues in teaching “allow[s] teachers to more effectively deliver complex subject matter to students from different cultures” (p. 65). In urban schools, where educators and learners are often from different cultural backgrounds, the effective adoption of cogenerative dialogues that are based on cyphers leads to enhanced motivation of the “neoindigenous students to engage in dialogues with teachers in ways that allow them to share with their teacher their suggestions for improving the classroom” (p. 65).

Emdin (2016) introduced the concept of cogenerative dialogues by highlighting that an urban teacher needs to “find an approach to teaching that would empower each

student while addressing their collective needs” (p. 62). The use of cogenerative dialogues encourages self-expression and values the “voice of the student and student critiques of the classroom and school” (pp. 66-67). Evidence has shown that the use of cogenerative dialogues makes “students feel validated for who they are rather than who the teacher expects or desires them to be” (p. 67). Cogenerative dialogues provide an opportunity for educators to engage in reality pedagogy in order to better connect with students (p. 67).

Coteaching. Emdin (2016) proposed a reality pedagogy-based version of coteaching which is characterized by the extension of the “role of teacher/leader to students” (p. 87). The reality pedagogy-based version of coteaching privileges “the voice of the student” (p. 87). Coteaching in reality pedagogy is unique to other forms of coteaching since “teachers are being trained by their students” (p. 87). The role of the teacher in coteaching is to provide materials and resources, giving students full responsibility for teaching (p. 88). The students who are involved in coteaching are also graded by the teacher on the quality of their lesson plans (p. 88).

Emdin (2016) indicated that coteaching in reality pedagogy is based on the apprenticeship model where “the neoindigenous student is positioned as the expert” and “the teacher is positioned as the novice” (p. 89). Evidence has shown that “allowing the students to teach their own class” is a good strategy for “white folks who teach in the hood” (p. 83). Coteaching is based on the principle that “employing indigenous and neoindigenous youth knowledge is the key to teaching neoindigenous people” (p. 84). The goal of coteaching in reality pedagogy is “for the teacher to incorporate what is observed from students’ teaching into their own instruction” (p. 90). For coteaching in

reality pedagogy to be effectively adopted, there should be “shared power between students and teachers” (p. 99). There is also a need to promote peer-to-peer communication (p. 100).

Cosmopolitanism. Emdin (2016) defined cosmopolitanism in reality pedagogy as “an approach to teaching that focuses on fostering socioemotional connections in the classroom” (p. 105). The aim of cosmopolitanism is to build students’ sense of responsibility to each other and to the learning environment. Cosmopolitanism is evident where students are “emotionally connected to the classroom” and not only willing to learn in that classroom, but also committed to that classroom (p. 105). The adoption of the concept of cosmopolitanism in a classroom makes students feel as “though they are valued and respected, a full active citizen of the immediate classroom” (p. 106).

According to Emdin (2016), students take active roles in promoting cosmopolitanism by “ensuring that citizenship in the classroom is both enacted and extended to everyone” (p. 106). The role of the teacher is to assure the students about their importance to the functioning of the classroom. Cosmopolitanism in reality pedagogy helps to build deep connections among students across differences such as race, ethnicity, gender, and academic ability. Evidence has shown that for teachers with students from different cultural backgrounds, acceptance connects them to students who are often vulnerable because of how they are positioned in society. One of the major impacts of cosmopolitanism in teaching is a move “away from separating out students based on preconceived notions of what ‘smart’ looks like” (p. 112). Cosmopolitanism instead advocates for teaching as a community practice where no one student models the norm but, rather, every student shapes what the norm is (p. 112).

Context. Emdin (2016) explained the concept of context in teaching by highlighting the importance of “being in the same social spaces with the neoindigenous” (p. 140). Adopting the student’s context makes the learning process “pleasurable, and the student experiences what researchers have called the ‘joy of learning’” (p. 142). Teachers also experience “joy of teaching” only when they are so embedded in the same context with young people that they are operating in the same place and space (p. 142). In order to be within the student’s context, it is essential to develop social networks with neoindigenous students by immersing oneself into their communities (pp. 140-141). Evidence has shown that the adoption of cogenerative dialogues, coteaching, and cosmopolitanism is challenging if the teacher does not become “a presence beyond the classroom and in the community” (p. 141). Once educators have managed to engage with students outside the classroom, it is important to begin “learning/engaging with context” (p. 141).

According to Emdin (2016), the infusion of context into the learning process creates a challenge where educators need to be more knowledgeable of the content. Infusion of context raises students’ curiosity, which leads them to explore the “connections between the context and the content that the teacher identified and brought to the classroom” (p. 145). Such curiosity over content sometimes results in questions about “concepts that the teacher may not have previously thought of,” or questions that are “outside of the expertise of the teacher” (p. 146). In such scenarios, the teachers may explain that being a teacher does not mean they have all the answers; teachers should also seize such moments to encourage the entire class to “research the answer together for homework” (p. 147). Emdin argued that when teachers adhere to context, and students

are given the freedom to share their content, it reaches a “point where the teacher will not know the answers to students’ questions” (p. 148). Teachers need to ensure strategies are put in place to allow the content to flow freely, such as the use of a “wall or bulletin board that is explicitly dedicated to having students post questions related to the content” (p. 149).

As the summary review of the seminal work of Emdin (2016) suggested, there was good reason for those who read his book to recommend it as a focus for professional development and other special staff trainings at their school. What emerges is how Emdin provides a clear prescription for what will be effective in engaging diverse urban youth of color in the classroom, while providing numerous practical suggestions for what teachers can do to improve education and learning via his reality pedagogy and related core concepts.

Social Cognitive Theory and Self-Efficacy

For the work of teachers pursuing a transformation of their school climate as well as themselves as school personnel toward the achievement of greater cultural competence, there is a role for additional concepts. Social cognitive theory (SCT) was developed by Bandura (1977). Bandura (2001) used SCT to explain that actions taken by an individual involve “phenomenal consciousness and the purposive use of information and self-regulative means to make desired things happen” (pp. 3-4). SCT suggests that conscious decision making by humans allows them to engage in a deliberate “processing of information for selecting, constructing, regulating, and evaluating courses of action” (p. 4). The theory regards “subjectivity, deliberative self-guidance, and reflective self-reactiveness” to be the main features of humanness determining actions and behavior.

Humans can opt to “behave accommodatively or, through the exercise of self-influence, to behave otherwise” (p. 6). For group endeavors, it is necessary that there is “commitment to a shared intention and coordination of interdependent plans of action” (p. 7).

SCT also argues that people “select and create courses of action likely to produce desired outcomes and avoid detrimental ones” (Bandura, 2001, p. 7). Therefore, “behavior is motivated and directed by projected goals and anticipated outcomes rather than being pulled by an unrealized future state” (p. 8). Individuals also have “the ability to give shape to appropriate courses of action and to motivate and regulate their execution” (p. 8). Finally, SCT proposes that humans have a self-reflective capability, which helps them to “evaluate their motivation, values, and the meaning of their life pursuits” (p. 10).

In explaining self-efficacy theory, Bandura (2001) suggested that “Cognitive processes are emergent brain activities that exert determinative influence” (p. 192). It is also important to acknowledge “social modeling and other experiential modes of influence” (p. 192). The theory is based on the assumption that an adopted behavior is “likely to produce positive outcomes” (p. 7). The theory also holds that perceived “self-efficacy occupies a pivotal role in the causal structure of social cognitive theory” (p. 10). Self-efficacy is viewed as being “self-enhancing or self-hindering” (p. 10). Therefore, individuals adopt given actions or behaviors through a cognitive process which affects “their beliefs about whether or not they can produce those performances” (p. 10). By learning to cope with situations that are perceived to be threatening, individuals reduce “vulnerability to stress and depression in taxing situations” while having their “resiliency

to adversity” strengthened (p. 10). The cognitive processes which “exert determinative influence” are important in the development of the assurances regarding individual capabilities, which “can profoundly affect the direction of personal development (p. 10).

Teachers seek to increase the self-efficacy of students in the classroom as they perform specific behaviors, such as engagement in Emdin’s (2016) cogenerative dialogues and coteaching. As per the SCT of Bandura (2001), as students view the social modeling of teachers and other peers engaged in cogenerative dialogues and coteaching—and then participate in these activities themselves—they may develop confidence in their capabilities, or a higher self-efficacy, as per the theory. The goal is for self-efficacy or confidence to be sufficiently high to be self-enhancing, versus low and self-hindering. Also, teachers in the classroom highly value “social modeling and other experiential modes of influence,” as per Bandura (p. 192). Helpful, also, are Bandura’s explanations of the human ability to “give shape to appropriate courses of action and to motivate and regulate their execution” (p. 8). In addition, teachers seek to cultivate and depend upon the human self-reflective capability, which helps them to “evaluate their motivation, values, and the meaning of their life pursuits” (p. 10). These concepts from Bandura (2001) allow us to believe that urban youth of color are capable of Emdin’s (2016) coteaching, for example; this is because they are self-reflective human beings who can give shape to appropriate courses of action, while motivating and regulating the execution of those actions.

Biopsychosocial Theory/Model of Racism as a Stressor and Coping Response

Clark et al. (1999) pioneered a biopsychosocial model that has guided decades of research in the area of perceived racism and the risk of “psychological and physiological

stress responses” to racism that are damaging to health (p. 806). Examples of psychological and physiological stress that occurs due to perception of racism include “anger, paranoia, anxiety, helplessness-hopelessness, frustration, resentment, and fear” (p. 811). Perceived racism is regarded as a “subjective experience of prejudice or discrimination” (p. 808). What emerges is how the perception of an environmental stimulus as racist is a key event. Regarding the importance of this, consider how “African Americans are disproportionately exposed to environmental stimuli” that are perceived as racist (p. 807).

Such perceived racism may result in “chronic and acute stress” which “contribute to psychological and physiological sequelae” (p. 807). When stress responses persist for a prolonged period, they “influence health outcomes” (p. 806). What becomes important in response to such stress is the execution of a coping response. Coping responses may be adaptive or maladaptive. Adaptive coping responses will diffuse psychological and physiological arousal, being protective of health, while maladaptive coping responses (e.g., angry outburst) do not diffuse arousal and contribute to a health-damaging impact.

As Clark et al. (1999) proposed a biopsychosocial theory and model of racism, the factors that determine the “perception of environmental stimuli as racist and ensuing coping responses” include “a complex interplay between an array of psychological, behavioral, constitutional, and socio-demographic factors” (p. 806). As a sociodemographic factor, socioeconomic status (SES) is a main variable relevant to the biopsychosocial model and is associated with “perceptions of racism, ethnicity, and biopsychosocial functioning” (p. 807).

The work of Clark et al. (1999) helps to explain the tremendous stress and coping challenge that is associated with the experience of perceived racism when an urban youth of color has an experience of perceived racism. This may be an experience of perceived racism in being subjected disproportionately to zero tolerance policies, disciplinary action, suspensions, and expulsions that disproportionately target Black youth, for example; or an experience of perceived racism when seeing other youth subjected to bias and such unfair treatment.

Theory of the Diffusion of Innovations

The diffusion of innovations theory is the original contribution of Rogers (1983, 2010). It explains the “process through which new ideas, practices, or technologies are spread into a social system” (Murray, 2009, p. 110). Innovation describes “an idea, practice, or object that is perceived as new by an individual or other unit of adoption” (p. 110). The theory suggests that the “innovation diffusion is a “general process,” which “has universal applications to all fields that develop innovations” (p. 110). Diffusion of the change or innovation results in the “adoption, implementation, and institutionalization” of the innovation (p. 110).

According to Kaminski (2011), innovations are “modified and presented in ways that meet the needs across all levels of adopters” (p. 1). There are different types of adopters, which include “innovators, early adopters, early majority, late majority, and laggards” (p. 3). The theory suggests that at the initial stages of an innovation, “in most cases, an initial few are open to the new idea and adopt its use” (p. 2). The few individuals who adopt the innovation gradually spread the change, leading to the “development of a critical mass” (p. 2). The achievement of the critical mass is

characterized by extensive peer networks whose development is influenced by “innovators and early adopters who serve as opinion leaders that sparks the initial ‘take off’” (p. 4). Change occurs as a result of the influence of the opinion leaders who promote change by influencing their peers using “peer to peer communication, role modeling, and networking” (p. 5). Within a period of time, “the innovative idea or product becomes diffused amongst the population until a saturation point is achieved” (p. 3).

The diffusion of innovations theory is very important as it provides a way of thinking about the teachers and staff in the Bronx School that were present for the professional development that began with the Emdin (2016) book and other special trainings. Given what the school teachers and staff read in the Emdin book and also discussed at various professional development and other special trainings, teachers and staff could emerge as early adopters, the early majority, the late majority, or laggards.

Conclusion

This chapter provided a review of literature and research on numerous topics that were central to the present study. Specifically, this chapter reviewed literature covering the following topics: (a) changing demographics in the United States and urban schools; (b) research on the achievement gap between White school children and African Americans, Hispanics, and immigrants; (c) research on the characteristics of contemporary urban school children (K-9) and their diverse cultural backgrounds; (d) research on links between racial inequalities and health inequalities; (e) research on contemporary challenges of zero tolerance policies and disproportionate suspensions

and expulsion by race/ethnicity and gender; (f) research on strengths and deficits of contemporary teacher training models and need for cultural competence among educators; and (g) the theoretical framework guiding this study (i.e., reality pedagogy [Emdin, 2016]; social cognitive theory and self-efficacy [Bandura, 1977, 2001]; biopsychosocial theory/model of racism as a stressor and coping response [Clark et al., 1999]).

Chapter III next describes in detail the methods used in this study.

Chapter III

METHODS

This chapter presents the methods followed in the present case study of the process by which a Bronx, New York charter school sought to transform the school climate and school staff across a 2-year period. This necessitates establishing the methods for the overall case study that include: (a) a review of key events that occurred within the 2-year period from June 2016 to December 2018 that this case study covered; and (b) the use of *Our School Survey* (see Appendix C for the internal survey measure of the school staff), providing both quantitative and qualitative data for analysis.

Overview of Study Design and Procedures

The present dissertation research is a case study of a Bronx charter school, as a secondary analysis of existing data from the school, while the Principal Investigator, as a teacher at the school, was also in a participant-observer role. Overall, the study can also be considered an integration of qualitative fieldwork and survey methods, as explained in this section.

Case Study Method of Capturing School Transformation Based on Emdin (2016)

According to Yazan (2015), case study is one of the most frequently used research methodologies, while vulnerable to some critiques, such as lacking well-structured

protocols, for example. Case has been defined as “a contemporary phenomenon within its real life context, especially when the boundaries between a phenomenon and context are not clear and the research has little control over the phenomenon and context” (Yazan, 2015; Yin, 2002, p. 13). There is an underlying assumption that other research strategies (e.g., history, experiment, surveys) “are not capable of inquiring into the case that interests researchers” (Yazan, 2015, p. 138). As a result, researchers need a novel “comprehensive research strategy” referred to as case study (Yazan, 2015; Yin, 2002, p. 14).

Case study is considered “particularly instrumental for program evaluation” (Yazan, 2015, p. 138). Case study “draws from manifold evidence for triangulating purposes” and avails itself of “prior development of propositions to guide data collection and analysis” (Yazan, 2015, p. 138; Yin, 2002, pp. 13-14). When using the case study method, “researchers should be able to see the logic behind it in conformity with the theoretical proposition and the characteristics of the case” (Yazan, 2015, pp. 138-139).

Given the reality pedagogy and theory of Emdin (2016) which directed the Bronx, New York, Charter School’s professional development and special trainings, as well as the collection of data via survey, the case study method was ideal for capturing the school’s and staff’s experience of transformation.

Secondary Analysis of Existing Data

This study also involved a secondary analysis of existing data from the Bronx, New York, Charter School. More specifically, this was a case study of the process of the transformation of school climate and school staff toward greater cultural competence for working effectively with urban youth of color. As the Principal Investigator of this

dissertation research, a teacher at the school for the past 5 years, and the person given permission by the school to conduct this secondary analysis, the role of participant-observer was also added.

Participant-observer role. Zelditch (1962) noted how, for example, the participant-observer uses strategies that include: describing incidents (e.g., forthcoming case of student J.C. and a critical event at school), sampling, and discussion with school staff to ascertain school norms and values. Such discussion also occurred when the Principal Investigator was in professional development activities alongside school staff.

Integration of qualitative fieldwork and survey methods. Sieber (1973) has perhaps best captured the methods used in this study as the integration of qualitative fieldwork and survey methods. By way of clarity, qualitative fieldwork has been defined as involving “any source of personal familiarity with a setting or group to be surveyed” (p. 1342). Such information can inform the design of a meaningful survey in positive ways (Sieber, 1973). Sieber acknowledged the historical tension between these two types of methods as follows: “In fact, two methodological subcultures seemed to be in the making—one professing the superiority of ‘deep, rich’ observational data and the other the virtues of ‘hard, generalizable’ survey data” (p. 1335). Instead of tension, the integration of research techniques “within a single project opens up enormous opportunities” and “mutual benefits” that “[produce] a distinctly new style of investigation” (p. 1336). Further, “each method can be greatly strengthened by appealing to the unique qualities of the other method” (p. 1340).

Consistent with this assertion, the Principal Investigator designed a survey that reflected an intimate awareness of the types of school scenarios and issues that needed to

be codified into relevant questions for sampling school staff, as shown in *Our School Survey* in Appendix C. Thus, the design of the survey benefitted from the Principal Investigator having also been in a participant-observation role as a teacher and fellow member of professional development activities with other staff and administrators. Further, the survey's production of both quantitative and qualitative data was of great value in elaborating on the meaning of the statistical analyses arising from the quantitative data.

Institutional Review Board (IRB) Approval

The study was submitted for exempt review to the Teachers College, Columbia University Institutional Review Board (IRB) as Protocol 19-136. As a secondary analysis of existing data, and with permission from the school's Director of Support to use the data for this doctoral dissertation (see Appendix B), this study's exempt status was verified by the IRB.

The Researcher's Study Setting and Sample

This section provides information on the researcher's study setting and the study sample for this case study.

Setting: About the Bronx, New York, Charter School

The Bronx, New York, Charter School constitutes the setting for the research. The school is referred to in this dissertation simply as the Bronx Charter School.

The Bronx Charter School that was the focus on this study remains unnamed, while the Appendix B permission letter to engage in a secondary analysis of the school's

existing data is purposefully not included in the final deposited dissertation. However, the letter was essential for IRB approval (see Appendix A).

The Bronx Charter School was founded in 2007 in the Bronx, New York. In the year 2017, the 10-year anniversary of the school was characterized by taking action toward transformation of the school culture and staff toward greater cultural competence in meeting the needs of their diverse urban students of color.

As a charter school, they are part of a “broader movement in public education toward results-based accountability” (Finnigan, 2007, p. 1). Both the school administration and the Principal Investigator are very much engaged in what Finnigan (2007) described as an opportunity for change-oriented educators set up an autonomous school that offers a free education while being publicly accountable, and educators can implement “innovative ideas and practices” (p. 2). Thus, the present research study represented an excellent opportunity as well for the school to evaluate the impact of the professional development and special trainings they instituted within their 10-year anniversary as a school (i.e., 2017), while the study period extended into 2018, spanning 2 years from June 2016 to December 2018.

The Bronx Charter School is a K-8th grade school at present with a student population of 500 and an average class size of 26 students. Initially, the school was a K-5th grade school, and grades were added each year to permit it becoming a K-8th grade school. It was in 2018 that the first 8th grade class graduated.

Of note, the Principal Investigator joined the faculty of the school 5 years ago (2015). Upon arrival, she taught 1st grade for one year. Exemplifying the use of innovative ideas and practices as a charter school, the Principal Investigator was able to

move up with her students to the 2nd grade as well as move up again with many of those same students to 3rd grade. Concern over a 1st grader and her status and issues contributed to the administration's decision to ensure that the Principal Investigator, sharing the same gender and race as this student, was able to support the student across all three grades. This support included creating a behavior change program for this student as a part of the Principal Investigator's graduate coursework. As a consequence, the student is doing well, and the Principal Investigator had an opportunity to develop strong ties with this cohort, as many other students were also with the same teacher, the Principal Investigator, across consecutive years. This cohort is now in the 5th grade, and as per the decision making of the school administration, the Principal Investigator has continued to teach 3rd grade, up to the present.

The Sample: The Bronx Charter School Staff

As per the organizational chart of the Bronx charter school, at present, the school staff (N = 75) includes:

- 5 Leadership Team members, including two school Co-Directors, a Director of Student Support, and two Middle School Co-Directors
- 4 Administrative Staff members, including a Director of Operations, Director of Family Support, Director of Finance, and Operations Associate.
- 28 Classroom Teachers, spanning Kindergarten to 5th grade—including 15 with special education certification
- 6 Middle School Humanities Teachers, including 2 with special education certification
- 5 Middle School Math/Science Teachers, including 3 with special education certification
- 8 Specials, teaching visual arts, dance, drumming, technology, drama. Spanish, and science instructional assistants
- 3 Coaches, including a K-2nd grade literacy coach, a Grade 3-8 literacy coach, and an L-5th grade math coach
- 6 Interventionists, including a K-2nd grade math interventionist, a K-2 literacy interventionist, a Grade 3-5 math interventionist, a Grade 3-5 reading interventionist, and 2 ENL (English as Second Language) interventionists

- 3 Counselors, including one focused on K-5th grade, a middle school counselor, and a youth development coordinator
- 6 School Support Staff, including school aides and physical education staff, as well as an After-School Director
- 1 Student Support Coordinator with special education certification

Thus, the Bronx Charter School staff is composed of 75 staff members in total.

Quantitative and Qualitative Survey Methods

From among the 71 staff members of the Bronx charter school, some 47 completed *Our School Survey* (see Appendix C) in November to December of 2018. This represented a 63% staff participation rate. The Director of Student Support asked the Principal Investigator to attend a professional development meeting in the Fall of 2018 and explain the importance of the participating in the survey.

The Survey

Survey participation rate. The result was a 73.33% staff participation rate in what could be taken as either a paper survey or via an online link. For those who took the paper survey, they were given large envelopes and asked to deposit them in a box near the office of the Director of Student Support.

Survey development. The *Our School Survey* (see Appendix C) was created by the Principal Investigator with feedback and direction from the Director of Student Support. The survey reflects the Principal Investigator effectively codifying in questions that could best capture the school transformation process inspired by the work of Emdin (2016). Thus, ultimately, the work of Emdin and his reality pedagogy and related concepts served to inspire the survey questions.

PART I. ABOUT YOU. This part obtained from school staff (n=71) data on gender, age, race/ethnicity, place of birth (US, yes), country of origin, annual household income, highest level of education, current position at the school (i.e., Classroom staff, Out of Classroom staff, Specials teacher, Administration staff, Leadership), years at school, and years in their profession.

PART II. MORE ABOUT YOU. This part sought to determine the extent to which staff might give socially desirable responses. Toward that goal, the study used the short form (13 questions) of Crowne and Marlowe's (1960) measure that originally had 33 items, as well as good reliability (i.e., Kuder-Richardson formula, .88) and good test-retest correlation (.89).

PART III. ABOUT THE SPECIAL SCHOOL TRAININGS. This part asked questions about their exposure to the special school trainings, including reading the Emdin (2016) book as assigned summer reading for *all* staff.

Generating quantitative data. Sample questions from this tool that generated quantitative data, including descriptive statistics, follow:

3-What was your level of participation in this special training?

___None at all ___Low level ___Moderate level ___High level
___Very high level ___Extremely high level

4-Did you personally read from the Emdin (2016) book?

___Yes ___No ___I'm not sure ___Other
(explain)_____

5-How much of the book did you personally read?

☐ none ☐ less than 1 chapter ☐ about 1 chapter
☐ more than 1 chapter ☐ few chapters ☐ most of the chapters
☐ nearly all chapters ☐ entire book

6-How would you rate the special training with a focus on the Emdin (2016) book?

☐ not valuable at all ☐ somewhat valuable ☐ not sure/unable to judge
☐ valuable ☐ very valuable ☐ extremely valuable

7-How would you rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

☐ not valuable at all ☐ somewhat valuable ☐ not sure/unable to judge
☐ valuable ☐ very valuable ☐ extremely valuable

Generating qualitative data. This tool also generated qualitative data from more than one part. This is the first part of the survey that provided those qualitative data. The following questions from this tool generated qualitative data:

A-What would you like to share about the special training with a focus on the Emdin (2016) book?

B- What would you like to share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

C-What impact did it have on you or how you function in this school?

The qualitative data that were generated were analyzed following a procedure described in Appendix D (Qualitative Data Analysis Guide).

PART IV. ABOUT ANY CHANGES SINCE THE SPECIAL TRAININGS.

This part of the survey asked respondents to rate themselves FOR BEFORE and FOR AFTER the special training, specifically on 9 behaviors—both for level of knowledge (Likert scale: 0=lowest to 10=highest) and self-efficacy (also rated on a Likert scale:

0 1 2 3 4 5 6 7 8 9 10
0 = Lowest level 10 = Highest level

0	1	2	3	4	5	6	7	8	9	10
									<i>10=Highest level</i>	
<i>0 = Lowest level</i>										

0 1 2 3 4 5 6 7 8 9 10
0 = Lowest level 10 = Highest level

1-interactions with students from varied cultural backgrounds; 2-effective engagement with students; 3-interactions reflecting all are valued; 4-interactions reflecting fairness and consistency in how they are disciplined; 5-interactions reflecting affirming them; 6-interactions reflecting greater empathy and acceptance; 7-interactions reflecting appreciation for living in urban environment; 8-interactions reflecting creating a safe space and trusting environment; and 9-interactions helping to create a more positive school climate. In sum, the questions covered very well the objectives of the training as rooted in the Emdin (2016) book.

PART V: YOUR FINAL REFLECTIONS. The final part of the survey obtained additional qualitative data. The following two open-ended questions generated additional bodies of qualitative data:

1-For all school staff, what thoughts, feelings or final reflections might you share, given your taking this survey?

2-And, specifically, for teachers, please also answer this question: Did you make any modifications to the curriculum that were inspired by the training?

Again, the guidelines in Appendix D (Qualitative Data Analysis Guide) were followed in analyzing the resultant data.

Data Analysis Plan

The Principal Investigator entered the survey answers into Qualtrics for those who chose the paper survey option. Data were then transferred from Qualtrics into SPSS. Data were analyzed using SPSS 25.0.

Data Analysis Plan for Research Questions

Given this study's secondary analysis of existing data (i.e., *Our School Survey* in Appendix C)—providing quantitative and qualitative data provided by the staff [N=47], and other documents, forms) from a Bronx, New York Charter School with regard to professional development and special trainings stimulated by Emdin's (2016) book (i.e., *For White folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education* [Beacon Press]), this study answered the following research questions, using the data analysis plan indicated:

1-What was the nature of the school's functioning before reading the Emdin (2016) book?

Data Analysis Plan: Principal Investigator as participant-observer offers observations

2-What events led up to the decision for school staff to read the Emdin (2016) book, and did other societal events play a role in stimulating special trainings?

Data Analysis Plan: Principal Investigator as participant-observer offers observations

3-What was the school staff's emergent understanding of Emdin's (2016) reality pedagogy, and how did they seek to implement it in the classroom?

Data Analysis Plan: Principal Investigator as participant-observer offers observations

4-How did Emdin's (2016) book inform a cultural competency approach with the school's diverse student body, including the goal of transforming school climate?

Data Analysis Plan: Principal Investigator as participant-observer offers observations

5-What was the timeline of key events in the school's professional development and special trainings—including the founding and work of the school's Social Justice Committee, and what was the level of participation of various segments of the school staff in these activities?

Data Analysis Plan: Principal Investigator as participant-observer offers observations

6-What were the *quantitative findings* from the Our School Survey, as a tool for evaluating the impact of the 2-year transformation process, with regard to the following:

a-What were the demographics of the school staff sample (N=47), including gender, age, race-ethnicity, being U.S.-born or other country of origin, years in the U.S. for immigrants, annual household income, education level, current position in school (classroom staff, out-of-classroom staff, specials teacher, administration staff, leadership), years working at school, and years in their profession?

b-To what extent did the school staff sample provide socially desirable responses?

c-How did school staff rate their level of participation in the professional development and special trainings?

d-How much of the Emdin (2016) book did the school staff report reading?

e-How did the staff rate the special trainings with a focus on the Emdin (2016) book in terms of their value?

f-How did they rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

Data Analysis Plan: Descriptive statistics

7-What were the *qualitative findings* from the *Our School Survey* as a tool for evaluating the impact of the 2-year transformation process, with regard to the following:

a-What did they share about the special training with a focus on the Emdin (2016) book?

b-What did they share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?

c-What did they share in terms of the impact the trainings had on them or how they functioned in their school?

Data Analysis Plan: Qualitative data analysis as per guide in Appendix D

8-What were the *quantitative findings* from the *Our School Survey* as a tool for evaluating the pre-special training versus post-special training scores of school staff, with regard to the following:

a-Were there any significant changes in **Global Knowledge Scores** and **Global Self-Efficacy Scores** based on staff members' ratings on 9 items for pre-special training versus post-special training (i.e., ratings for: 1-interactions with students from varied cultural backgrounds; 2-effective engagement with students; 3-interactions reflecting all are valued; 4-interactions reflecting fairness and consistency in how they are disciplined; 5-interactions reflecting affirming them; 6-interactions reflecting greater empathy and acceptance; 7-interactions reflecting appreciation for living in urban environment; 8-interactions reflecting creating a safe space and trusting environment; and 9-interactions helping to create a more positive school climate)?

Data Analysis Plan: Paired t-tests

9-What were the *qualitative findings* from the *Our School Survey* as a tool for evaluating the potential impact of the special trainings, with regard to the following:

a-What were their thoughts, feelings or final reflections in response to taking this survey?

b-And, specifically, for teachers, did they make any modifications to the curriculum that were inspired by the training?

Data Analysis Plan: Qualitative data analysis as per guide in Appendix D

10-Were there any significant relationships that emerged between **the study outcome variable of Global Self-Efficacy Scores post-special trainings** (based on ratings of 9 items, as detailed above from post-special training)—as the study dependent variable—and selected demographics and other variables?

Data Analysis Plan: Independent t-tests and Pearson correlation

11-What were the emergent themes from the analysis of the responses to the open-ended questions on the *Our School Survey*?

Data Analysis Plan: Qualitative data analysis as per guide in Appendix D

12-What are the implications of the body of findings from the *Our School Survey* with regard to the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds?

Data Analysis Plan: Principal Investigator offers analysis in Chapter V

13-What recommendations arise from the overall case study for the school—so as to inform their future plans?

Data Analysis Plan: Principal Investigator offers analysis in Chapter V

14-What are the implications of the case study for other schools that might seek to design professional development and special trainings using the Emdin (2016) book, or other strategies for school transformation toward greater cultural competence for working with diverse urban youth—and what recommendations may be offered?

Data Analysis Plan: Principal Investigator offers analysis in Chapter V

Conclusion

Chapter III described the methods used in the present study, including an overview of the study design, study setting, study sample, survey tool, treatment of the data, and data analysis plan. Chapter IV next presents the results of data analysis.

Chapter IV

RESULTS

This chapter provides the results of data analysis. For purposes of chapter organization, the results are organized by research question and tables. Total staff size was N=75. The number of staff members who participated in this study was N=47.

Data Analysis Results by Study Question

This section presents results by study question.

Results for Research Question #1

What was the nature of the school's functioning before reading the Emdin (2016) book?

Prior to reading the Emdin book, the school set aside professional development time to focus on identity work. The work was not guided by any particular framework that could hold all of the school values. The staff did not have a forum to discuss personal identities as they relate to the students or the diverse staff members that we collaborate with on a daily basis. Some of the staff members were unaware of their personal biases and how they affect interactions with students around behavior. Behavioral challenges, and the perceived need for staff members to relate to all students, prompted the administration to think of ways to prepare the staff to be more responsive to the social

emotional needs of their students. The clear lack of preparedness to deal with behavioral challenges that students presented in the school prompted the administration to use the Emdin (2016) book as a guide or framework to give teachers insight into how to relate, connect, and empower their students from urban neighborhoods.

The case vignette of J.C. that follows conveys the kind of behavioral challenges that teachers faced at the school, and why there was a consensus to engage in the work of transforming the school climate, and for teachers to seek a personal transformation toward greater cultural competence with diverse urban students of color. The case of J.C. also provides insight into some of the unique challenges that exist for urban youth in contemporary times.

Case vignette of J.C.: Age 12 in 5th grade.

It is 8:30 a.m. and the Bronx _____ Charter School is buzzing with young voices as the students prepare themselves for class. J.C.'s mother walks him to the front door of the school. He soon realizes that all of the children are walking with their teachers to their classrooms. He rushes upstairs to the cafeteria to attempt to get his breakfast, even though he knows that he is late. As he enters the cafeteria, he notices that his classmates are no longer eating, and he wonders if he will be allowed to get breakfast. He sheepishly walks over to the breakfast monitor and asks if he could have breakfast.

"I am very hungry because I got in trouble last night and didn't get to eat dinner. Can I get breakfast?"

He is glad when he is given permission to get breakfast. He grabs the plate and quickly rushes to the breakfast line. He takes cereal, milk, a granola bar, and a banana. Soon he makes it downstairs with his food, feeling relieved that he was not denied his meal.

On his way downstairs, he remembers the cool morning meeting hand greeting that he created with his friends at recess. He thought to himself, "If I miss the morning meeting, then I won't get to greet my best friends." He becomes worried that he might miss the greeting, so he begins to skip down the hall and barges into the classroom in a hurry. As he enters the classroom, his teacher notices him coming in with a full plate of food, which nearly fell on the floor because of his speed. The students are unpacking and putting their homework in the bins. They all seem to stop talking and moving when J.C. rushes into the classroom.

"J.C., why are you late again? Do you know that it is 8:40 and you have not started eating your breakfast yet?! We start our day at 8:30 every day! It is November, and you are still coming to school late with breakfast every morning. Your lateness is

becoming a habit, and you are missing too much instruction when you come to school late. What time do you go to bed?"

J.C. doesn't answer her; instead he sighs and walks to his table sluggishly with his head down.

"Well, you need to wake up earlier to get to school on time," the teacher commanded. Some of the students are still watching J.C., and others continue to settle and move to their rug spots. He slams his food on the table and the milk spills on the table. "Now you have to clean that mess up! You only have 5 minutes to eat, and then you need to throw away whatever you have not eaten. You will not be allowed to eat in the classroom anymore after today!" J.C. doesn't move, he doesn't touch the food, and he doesn't make eye contact with anyone. The milk begins to drip onto his pants and he barely moves.

His mind wanders and he replays last night's episode in his head over and over again. He hears the loud screams of his mother and his sister arguing again. Then the movie in his head turn into a nightmare. They begin to wrestle each other to the ground, while knocking things over on the floor. He is gripped with anger and fear all over again. He remembers trying to push his mother away from his sister to prevent them from hurting each other and falling on the chair that was near the table. His action, intended to keep them both safe from hurting each other, angered his mom. His mother screamed, "GO TO BED, NOW!" J.C. was much too afraid to ask for dinner, so he went to his room and cried himself to sleep.

Returning to the image in front of him of his teacher and her angry demeanor, J.C. has a revelation as he sits and reflects: *My teacher will never understand what it is like to be me. She never lived in a crowded shelter or shared space with other families. She will never understand.*

Results for Research Question #2

What events led up to the decision for school staff to read the Emdin (2016) book, and did other societal events play a role in stimulating special trainings?

The role of major societal events in stimulating training.

The November 2016 presidential election, Dr. King's birthday in January 2017, and the Day of Action. The election of November 8, 2016 was a major societal event.

The election spurred greater awareness of events reflecting bias and stimulated the Day of Action/Anti-Bias Day at the Bronx Charter School. Thus, the school was motivated to plan and hold the Day of Action (also known as or alternatively referred to as the Day of Action/Anti-Bias Day) in response to the inauguration of President Trump. This event

took place at the school on Rev. Dr. Martin Luther King's birthday, Monday, January 18, 2017, as an annual societal event of note that has become known as a day for national community service, motivating many across the nation to action.

The Day of Action/Anti-Bias Day event at the Bronx Charter School was free. Students, families, and staff members were all invited to participate in the January 18, 2017 Day of Action/Anti-Bias Day held at the school. Many of the discussions and activities were centered around advocacy and empowerment. Administration invited a lawyer who is an expert in immigrant rights to deliver a workshop about legal resources for parents and families who are immigrants. Some of the other workshop topics included: Know Your Rights Concerning Police Contact, Voting and Registration, and, Action Out in the Community: Interviewing Seniors About Their Stories. The Day of Action/Anti-Bias Day signaled the school taking action with great sensitivity to the needs of the urban community to which the school belongs. Yet, it was just a beginning.

Revitalizing the work of the Curriculum Committee in Spring 2017 with a social justice lens. Of note, the Spring of 2017 was a time of renewed energy for work on the long-standing Curriculum Committee, following the success of the Day of Action/Anti-Bias Day. The work of the Curriculum Committee took on a greater social justice focus. The work of the Curriculum Committee improved the social justice lens in the school curriculum. This was accomplished by helping students look critically at depictions of gender in picture books, the terminology used to talk about enslaved people and their enslavers in Colonial New York, the school-to-prison pipeline, and more.

Charlottesville, the rise of White nationalism, and founding of the Social Justice Committee. Another major societal event that motivated the school to even

greater action occurred in the Summer of 2017, leading in that subsequent Fall of 2017 to the establishment of the Social Justice Committee. The founding of the Social Justice Committee was inspired by the deeply troubling events that took place in Charlottesville, Virginia during the summer of 2017. White nationalists planned the Unite the Right Rally, which took place on August 11, 2017 in Charlottesville, Virginia. Counter-protesters met White nationalists and other right-wing groups at the site of “Unite the Right” event hours before the rally was set to start. Many clashes broke out, and police began to disperse crowds to diffuse the tension. During the rally, a gray Dodge Challenger rammed into a crowd of counter-protesters walking down a street in downtown Charlottesville. The driver slammed the car in reverse and fled the scene backward, leaving one dead and many injured. Local officials declared the rally an “unlawful assembly,” and the governor declared a state of emergency.

Clearly, this was a major societal event that had a huge impact, nationally, dominating the media. There was an urgent need to shift the narrative of White supremacy in the country, and the Bronx Charter School wanted to be a school that embraces and empowers all students while honoring the richness of their cultural identities.

The Social Justice Committee launched August 28, 2017. What emerged post-Charlottesville was the school’s Social Justice Committee. The launching of the Social Justice Committee was announced on August 28, 2017, in writing by the Bronx Charter School’s Director of Student Support, as the school began its 10th year in existence (i.e., founded in 2007). The Social Justice Committee that emerged in the Fall of 2017 actually had roots in the prior year’s activism, starting with the November 8, 2016 presidential

election and the January 18, 2017 Day of Action/Anti-Bias Day, which was held on Martin Luther King, Jr.'s Birthday.

In launching the Social Justice Committee, the Director of Student Support and administration thought this would help find the best way to continue some of the core work involving both social justice and the racial identity development of the staff. Of note, racial identity work has a long legacy, including pioneering the use of scales to measure racial identity, including for Whites (Carter, 1991; Carter, Helms, & Juby, 2004; Cross & Vandiver, 2001; Helm, 1990). The Director of Student Support and administration viewed it as very important that staff engage in the vital work of developing self-reflective capabilities with regard to the racial identities of the staff. It was also important to locate and establish those places in the curriculum where students could learn the same skills and work on their racial identity development. The Social Justice Committee was developed to take the lead in both the social justice and racial identity development aspects of this work.

The Social Justice Committee used the following guiding questions and statement to frame their work: "Who has access? Who is included and excluded from the narratives? We will consider these questions and others individually, institutionally, and curricularly." As part of its goal, the Social Justice Committee designed workshops for the whole staff to help move forward this important work.

In this manner, key societal events played a role in stimulating the special trainings as an era of action for school improvement began in January 2017.

Results for Research Question #3

What was the school staff's emergent understanding of Emdin's (2016) reality pedagogy, and how did they seek to implement it in the classroom?

The Emdin (2016) book brought many core issues to the surface around race, identity, and urban culture. The book served as a catalyst to broaden and deepen the understanding of what teaching urban youth entailed. Reality pedagogy helped staff members to begin to deconstruct the preconceived notions and biases that the staff members had constructed. The most important part of the work began with staff members, especially White staff members, unpacking their privilege and working to “excavate the institutional, societal, and personal histories” that they brought to work each day (p. 15). The trainings and discussions enlightened staff members about the significance of co-constructing the classroom space with students. This concept was foreign to most educators because of the shift in power that was required to co-construct a classroom space effectively.

The school staff's emergent understanding of reality pedagogy was pragmatic, and best captured by core concepts that they sought to both understand and apply in their classroom, such as Emdin's (2016) “role reversal” concept. The school's staff felt challenged to consider the idea of the “role reversal,” which allows the student to be the expert and positions the teacher as the learner. The concept of role reversal is layered and requires the staff members to understand each student's unique identity, interest, and style of learning.

Regarding teachers seeking to implement what they learned in special trainings in their classroom, many staff members are striving to continue to find ways to make this

“live” in their classroom spaces and make it evident in their interactions with students. Teachers have become more aware of the opportunities that the curriculum presented for them to make units more culturally relevant. Teachers also sought to find opportunities to include advocacy for minority groups or underrepresented groups that have been misrepresented. This is one way that teachers implemented changes that were aiming to empower students to take action against systems that displace or misrepresent them, including how they can be advocates for themselves and others.

Results for Research Question #4

How did Emdin’s (2016) book inform a cultural competency approach with the school’s diverse student body, including the goal of transforming school climate?

The book gave us context and language that enabled us to name the thoughtful ways that we strive to be more aware of the power dynamics and work to deconstruct “White-centered teaching” models. The language has supported us by helping us to begin to have conversations about how we can further increase the cultural competency of all staff members, and it helped us to envision the actionable ways to begin to make progress. Overall, the staff is more prepared to use language that is appropriate and culturally relevant as it relates to urban youth.

Our staff members are at the stage where we are beginning to recognize our own personal biases that we bring to the school, which helps us to think about how those biases affect our interactions with staff members and with students. This is a vital prerequisite to transforming the school climate. This work requires a high level of vulnerability, and everyone’s journey to being completely vulnerable looks different and the timing is not the same. While there have been improvements in the school climate,

the ongoing transformation of the school climate will require a greater effort from each staff member to be invested and committed to being more self-reflective and “ready” to make personal change first.

Results for Research Question #5

What was the timeline of key events in the school’s professional development and special trainings—including the founding and work of the school’s Social Justice Committee, and what was the level of participation of various segments of the school staff in these activities?

Professional development timeline: June 2016 to December 2018. The Bronx Charter School’s timeline of key events in the school’s professional development and special trainings was from June 2016 to December 2018—a 2-year span for this case study. As per the timeline, key events occurred during the 2016 school year, such as:

- December 1, 2016 – Staff planned Day of Action/Anti-bias Day; and
- December 2, 2016 – At Professional Development (PD) meeting, staff discussed the Emdin (2016) book for the first time at a mandatory meeting for all school staff.

This reflects the high level of participation in mandatory professional development such as this. Since some staff had already read the Emdin (2016) book, and were recommending it to others, staff met to think more deeply about the ideas in Emdin. Based on key elements of Emdin’s reality pedagogy, staff members chose an interest group to be in, whether the Code-switching, Co-generative dialogues, or Bias and Privilege group. The staff planned ways to incorporate structures from the book into the classroom life. The staff also expressed feelings and thoughts about the election.

The Timeline for Professional Development Special Trainings: June 2016 - December 2018 (see Appendix F) is also presented in Phases 1, 2, 3, and 4. Phase I: Major Societal Events Stimulate the School Staff Taking Action in June 2016 and Using the Emdin (2016) Book highlighted the role of the November 8, 2016 presidential election in constituting a major societal event that stimulated the school's taking action, starting in December 2016. The subsequent phases were: Phase II: Spring 2017 and the New Era of Action; Phase 3: Work of the Social Justice Committee During the 2017-2018 School Year; and Phase 4: Ongoing Work and the Plan to Survey Staff in Fall 2018. In Phase 4, a major highlight was the collaboration between the Director of Student Support and the Principal Investigator that led to the plan for the November-December 2018 *Our School Survey* (see Appendix C). The survey was designed to permit staff to provide quantitative and qualitative data that would offer a comprehensive evaluation of the school's professional development and special trainings.

In terms of the level of participation of various segments of the school staff in these professional development and special training activities, as mentioned above, all staff (i.e., administrative, leadership, teachers, counselors, other staff, etc.) were to attend professional development activities as a mandatory requirement—suggesting a high level of participation. Some activities by design were for smaller groups, such as the Social Justice Committee's April 21, 2018 Retreat at Bank Street College, as the 13 committee members engaged in very deep and productive work.

Unfortunately, the level of participation in completing the *Our School Survey* (see Appendix C) was less than anticipated, with 47 of 75 staff taking the survey for a 63% participation rate.

Due to its length (i.e., 5 pages) of *The Timeline for Professional Development Special Trainings: June 2016-December 2018*, it has been placed in Appendix F. Please see Appendix F for a listing of all the key events on the timeline.

Results for Research Question #6

What were the quantitative findings from the Our School Survey as a tool for evaluating the impact of the 2-year transformation process, with regard to the following: see 6a, 6b, 6c, 6d, 6e, and 6f below?

Results for Research Question #6a. *What were the demographics of the school staff sample (N=47), including gender, age, race-ethnicity, being U.S.-born or other country of origin, years in the U.S. for immigrants, annual household income, education level, current position in school (classroom staff, out of classroom staff, specials teacher, administration staff, leadership), years working at school, and years in their profession? (Survey Part I—About You)*

The study sample was comprised of 47 school staff members, including 83.0% female (n=39) and 17.0% male (n=8). The school staff was diverse, including 26% (n=20) identifying as White/Caucasian, 31.9% (n=15) as Black/African American, and about 27.7% (n=13) Hispanic/Latino.

The mean age for the sample was 36.6 years (min 21, max 65, SD=8.4). The 26-30 age group made up 25.5% (n=12) of the sample. Annual household income according to sample data had a mean in the range of \$100,000-\$199,000 (min=1, max=8, SD=\$50,000). Of the sample, 51.1% (n=24) of the participants reported incomes in the \$100,000-\$199,999 range.

The sample showed that the mean education level was Master's degree (min=High School, max=Master's degree, SD=0.9). The data also showed that 85.1% (n=40) of the participants had a Master's degree. Mean years at current position was 6.4 (min=2, max=12, SD=3.0). About 21.3% (n=10) of the participants reported being at their current position for 4 years. Similarly, mean years in profession was 6.2 (min=3, max=10, SD=2.3). About 20.7% (n=6) of the participants reported being in their profession for 4 years. In answering the question "Were You Born in the United States?", 93.6% (n=44) of the participants answered YES.

See Table 1.

Table 1. Demographic Characteristics of Sample (N=47)

	N	%		N	%
Gender (N=47)			Education Level (N=47)		
Female	39	83.0	2-High School	1	2.1
Male	8	17.0	3-Certificate Program	2	4.3
			4-Associate Degree	2	4.3
Age (N=47)			5-Bachelor's Degree	2	4.3
21-25	1	2.1	6-Master's Degree	40	85.1
26-30	12	25.5	<i>M=Cat 6, N=47, Min=High School,</i>		
			<i>Max=Master's Degree, SD=0.9</i>		
31-35	11	23.4	Current Position (N=47)		
36-40	10	21.3	Classroom Staff	22	46.8
41-45	6	12.8	Out-of-classroom staff	18	38.3
46-50	4	8.5	Special teacher	3	6.4
51-55	2	4.3	Administration staff	4	8.5
56-60	0	0.0			
61-65	1	2.1	Years at Current Position (N=47)		
<i>M=36.6, N=47, Min=21,</i>			2	1	2.1
<i>Max=65, SD=8.4</i>			3	8	17.0
Race/Ethnicity (N=47)			4	10	21.3
White/Caucasian/	20	37.0	5	4	8.5
European American			6	4	8.5
White/Hispanic	1	1.9			
Hispanic/Latino	13	24.1			

Black/African American	15	27.8	7	4	8.5
Ashkenazi Jew	1	1.9	8	2	4.3
Culturally Jewish	1	1.9	9	2	4.3
Other group(s) (please specify)	3	5.6	10	5	10.6
			11	6	12.8
Were you born in the United States?			12	1	2.1
Yes	44	93.6	<i>M=6.4 years, N=47, Min=2, Max=12, SD=3.0</i>		
No	3	6.4			
			Years in Profession (N=47)		
Years Lived in USA (N=47)			3	4	13.8
14	1	2.1	4	6	20.7
19	1	2.1	5	3	10.3
29	1	2.1	6	2	6.9
Omitted	44	93.6	7	4	13.8
			8	4	13.8
Household Income (N=47)			9	4	13.8
3-\$20,000-\$29,999	1	2.1	10	2	6.9
4-\$30,000-\$39,999	1	2.1	<i>M=6.2, N=47, Min=3, Max=10, SD=2.3</i>		
5-\$40,000-\$49,999	1	2.1			
6-\$50,000-\$99,999	18	38.3			
7-\$100,000-\$199,999	24	51.1			
8-\$200,000-\$299,999	2	4.3			
<i>M=Cat 7, N=47, Min=1, Max=8, SD=\$50,000</i>					

Please note that subjects could select more than one race/ethnicity, changing the total N

Internal consistency of study scales. Before discussing the quantitative study results, there is value in knowing the Cronbach's Alpha for the study's surveys, or the internal consistency of scales, as follows:

- measure of social desirability (13 items) was .405, or very poor internal consistency
- pre-training knowledge scale (9 items) was .944, or excellent internal consistency
- pre-training self-efficacy scale (9 items) was .967, or excellent internal consistency
- post-training knowledge scale (9 items) was .947, or excellent internal consistency

- post-training self-efficacy scale (9 items) was .966, or excellent internal consistency

Results for Research Question #6b. *To what extent did the school staff sample provide socially desirable responses?*

Regarding social desirability, the mean score for the sample was 7.66, or *moderate social desirability* (SD=2.09, min=3, maximum=12). Of note, this survey had very poor internal consistency (Cronbach's Alpha=.405).

Results for Research Question #6c. *How did school staff rate their level of participation in the professional development and special trainings? (Survey Part III—About the Special School Trainings)*

The mean for the level of participation in the special training activities was 2.06 for *moderate level of participation* (N=47, Min=1, Max=5, SD=0.7). All participants (N=47) were aware of the training and participated in the training. The sample data showed 74.5% (n=35) of the participants reported a moderate level of participation.

See Table 2.

Table 2. About the Special School Trainings (N=47)

	N	%
Would you say you are aware of these professional development/special training activities? (N=47)		
Yes	47	100
Did you participate in any of this special training? (N=47)		
Yes	47	100
What was your level of participation in this special training? (N=47)		
1-Low level	6	12.8
2-Moderate level	35	74.5
3-High level	4	8.5
4-Very high level	1	2.1
5-Extremely high level	1	2.1
<i>M=2.06, N=47, Min=1, Max=5, SD=0.70</i>		

Results for Research Question #6d. *How much of the Emdin (2016) book did the school staff report reading? (Survey Part III—About the Special School Trainings)*

The mean for the amount of the book the participants read was 5.2 *for most of the chapters* (N=47, Min=1, Max=7, SD=1.6). The sample data showed that 27.7% (n=13) of the participants read the entire book, while 23.4% (n=11) read nearly all the chapters and 14.94 (n=7) read most of the chapters.

See Table 3.

Table 3. Staff Reading (N=47)

	N	%
Did you personally read from the Emdin (2016) book? (N=47)		
Yes	47	100
How much of the book did you personally read? (N=47)		
1-Less than 1 chapter	1	2.1
2-About 1 chapter	1	2.1
3-More than 1 chapter	5	10.6
4-Few chapters	9	19.1
5-Most of the chapters	7	14.9
6-Nearly all chapters	11	23.4
7-Entire book	13	27.7
<i>M=5.2, N=47, Min=1, Max=7, SD=1.6</i>		

Results for Research Question #6e. *How did the staff rate the special training with a focus on the Emdin (2016) book? (Survey Part III—About the Special School Trainings)*

The mean rating of the training with a special focus on the Emdin (2016) book was 2.6 *for between valuable and not sure/unable to judge* (N=47, Min=1, Max=5, SD=1.3). Of the participants (N=47) who read the book, 40.4% (n=19) rated the training as somewhat valuable.

See Table 4.

Table 4. About the Special Schools Trainings (N=47)

	N	%
How would you rate the special training with the focus on the Emdin (2016) book?		
1-Somewhat valuable	19	40.4
2-Not sure/unable to judge	2	4.3
3-Valuable	15	31.9
4-Very valuable	9	19.1
5-Extremely valuable	2	4.3
<i>M=2.6, N=47, Min=1, Max=5, SD=1.3</i>		

Results for Research Question #6f. *How did they rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)? (Survey Part III—About the Special Schools Trainings)*

The mean rating by participants for the other activities and discussions was 2.6 for between valuable and not sure/unable to judge (N=47, Min=1, Max=5, SD=1.3). The sample data showed that 27.7% (n=13) of participants rated the training as valuable, and 27.7% (n = 13) of the participants rated the training as very valuable.

See Table 5.

Table 5. Ratings of School Trainings (N=47)

	N	%
How would you rate the other activities and discussions (i.e., interest groups with a focus on varied issues such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identities, etc.)?		
0-Not valuable at all	0	0
1-Somewhat valuable	17	36.2
2-Not sure/unable to judge	2	4.3
3-Valuable	13	27.7
4-Very valuable	13	27.7
5-Extremely valuable	2	4.3
<i>M=2.6, Min=1, Max=5, SD=1.3</i>		

Results for Research Question #7

What were the qualitative findings from the Our School Survey as a tool for evaluating the impact of the 2-year transformation process, with regard to the following: see 7a, 7b, and 7c?

Results for Research Question #7a. *What did they share about the special training with a focus on the Emdin (2016) book?*

To answer this question, the findings are presented in three categories, as per the following three sections.

7a-I-Category: Emergent Benefits and Ways to Further Improve Training

This section presents the emergent themes within Category I-Emergent Benefits and Ways to Further Improve Training, based on the body of data.

1-Theme—Offering praise for training using Emdin book, and the book

Example/s

-This book reinforced my beliefs as a woman of color.

-I am glad we read the book as a staff...

-The book was a good book, and I am glad that I read it.

-The trainings were highly effective.

-book with other teachers. I think the training was thoughtfully planned.

2-Theme—Highlighting how book educates on impact of youth culture, urban factors, and race/culture on education and learning

Example/s

-I appreciated that we were able to dive into a book that clearly outlines the ways in which race and culture have an impact in education. More specifically in how we can impact students.

-I found his explanations for different learning styles and ways to emphasize student culture really helpful.

-Emdin raises important points and breaks down some important aspects of youth culture for kids of color in urban areas.

-It was a good idea to read about race and identity and how it exists in our school where most of the children are Black or Latino and we have many White teachers.

-Overall though there was an appreciation for the knowledge and insight Emdin provided in text

3-Theme—Praising the Emdin book’s real case scenarios, pragmatic help, and direction

Example/s

-Dr. Emdin’s book was very informative for me. It provided real case scenarios for me in terms of naming things I already do in my practice. As a result, I use morning time to check in with my students whose parents work night shifts. I no longer personalize these students for missing homework. Instead I provide them with alternative forms of h.w.

-In a small group the discussion came up about implementing some of strategies he recommends based on one’s own identity.

-The book has great ideas that we apply to our work.

4-Theme—Recommending improvements to training using Emdin’s book

Example/s

-I enjoyed the book but not so much the format of discussion. If I remember correctly, we read parts together and I would have preferred interactive dialogue and connecting relations to current events.

-I felt like the signed reading and chapters were difficult to accomplish over summer break. I felt it was pressure instead of feeling compelled and immersed in the topic. It’s too important of a topic to have been assigned reading over teachers’ summer break. I would have much rather have been responsible for chapter 1 in depth that could have brought about more fruitful discussion.

-I think the book was underused.

-I think the trainings would have been even better if we were giving some notes for every chapter because it would have helped people to remember all of the things that they read...

-We should have got some notes on each chapter for people who didn't read the whole book to help us learn more.

-It was a useful start. I would like us to read and discuss other voices in addition to Emdin.

5-Theme—Reporting the weaknesses of the training

Example/s

-The special training with a focus on the Emdin book did not have a strong impact on our school culture that year and in the years since the training. While we had some conversations, I remember very little about the training.

-We needed more time to unpack the book.

6-Theme—Identifying ways the school and staff benefitted from training

Example/s

-Emdin's book was a great idea for our staff. We have more teachers of color in our school now which makes more of a difference.

-I think that this was a very powerful book and it was an awesome way for us as a staff to think about our school culture and values. I am not always thinking about inclusivity of all cultures.

7-Theme—Training inspired ongoing personal work, change, and growth

Example/s

-I continue to hone my practice. I value the importance of creating safe spaces where my students have opportunities to teach and learn from their classmates.

8-Theme—Sharing praise for a particular training experience

Example/s

-I really liked the discussion on code switching. It validated somethings I already do...

9-Theme—Acknowledging the training as starting a process that is incomplete

Example/s

-Having the staff read Emdin's book was a great way to start the conversation but I feel like there hasn't been progress since then.

-I felt glad the conversations were beginning to happen...

-...I hope that we continue to keep his beliefs present in our school.

7a-Category II: Focus on White Teachers and Staff

This section presents the emergent themes within Category II-Focus on White Teachers and Staff, based on the body of data.

10-Theme—Training unveiled White teachers' weaknesses with urban children of color

Example/s

-...the White teachers are not culturally responsive to their needs...

-but it felt like there was a top-down "compliance" from many White colleagues who participated. As a woman of color, I am ready all the time to talk about race, but didn't feel that from a good amount of many White colleagues.

11-Theme—Seeing the reality of White school staff having less readiness to engage in training

Example/s

-I felt glad the conversation was beginning to happen, but it felt like there was a top-down "compliance" from many White colleagues who participated. As a woman of color, I am ready all the time to talk about race, but didn't feel that from a good amount of many White colleagues.

12-Theme—Trainings as a safe space for difficult discussions—especially for Whites

Example/s

-The special training helped with the framing of uncomfortable discussions or topics to non-minority groups. Not for me, but I think it was important for others...

-[That training experience] decreased my own fears...

7a-Category III: Emergent Concerns of Teachers and Staff of Color

This section presents the emergent themes within Category III-Emergent Concerns of Teachers and Staff of Color.

13-Theme—Training revealed injustices at the school

Example/s

-Many children of color are treated unfairly.

14-Theme—Training as opportunity to advocate for the needs of children of color

Example/s

-As a woman of color, I have a civic duty to support students of color outside of their academic work.

15-Theme—Validating the voice and vision of teachers of color

Example/s

-I think Emdin's work and our PD [professional development] helped give clear voice and vision for what teachers of colors think about and inherently (in my case) consider when working with students of color.

See Table 6.

Table 6. Emergent Themes Within Three Categories (for #7a) on Training Using the Emdin (2016) Book at School

I-Category: Benefits and Ways to Further Improve

- 1-Theme – Offering praise for training using Emdin book and the book
- 2-Theme – Highlighting how book educates on impact of youth culture, urban factors, and race/culture on education and learning
- 3-Theme – Praising Emdin book’s real case scenarios, pragmatic help, and direction
- 4-Theme – Recommending improvements to training using Emdin’s book
- 5-Theme – Reporting the weaknesses of the training
- 6-Theme – Identifying ways the school and staff benefitted from training
- 7-Theme – Training inspired ongoing personal work, change and growth
- 8-Theme – Sharing praise for a particular training experience
- 9-Theme – Acknowledging the training as starting a process that is incomplete

II-Category: Focus on White Teachers and Staff

- 10-Theme – Training unveiled white teachers’ weaknesses with urban children of color
- 11-Theme – Seeing the reality of white school staff having less readiness to engage in training
- 12-Theme – Trainings as a safe space for difficult discussions—especially for Whites

III-Category: Concerns of Teachers and Staff of Color

- 13-Theme – Training revealed injustices at the school
 - 14-Theme – Training as opportunity to advocate for the needs of children of color
 - 15-Theme – Validating the voice and vision of teachers of color
-

Results for Research Question #7b. *What did they share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and discussions with a focus on racial identity issues, etc.)?*

In order to answer this question, the findings are presented in four categories, as per the following four sections.

7b-Category I: Highlighting the Value of Specific Training Activities

1-Theme—Viewing training activities as valued

Example/s

-I think the work has been important...

- This was enlightening.

-I feel like the discussions that I participated in were thought-provoking.

-It gave a space to discuss these issues and I find that I think about it all more now.

2-Theme—Experiencing an impact on pedagogical practice with urban youth of color

Example/s

-I had already started shifting my practice to be more reflective about how I unconsciously centered white models of teaching and learning in my practice. In the PD sessions, I was much more focused on facilitating the learning of other people. The book and PD led me to conduct 2 research studies about race and pedagogy at B&C.

-It was interesting to challenge progressive pedagogy as the norm.

-Would it be inauthentic or inappropriate for me as a white teacher, for example, to run some of the activities he (Endin) recommends?

-I appreciated all of the discussions because many people need to be aware of some of the things that affect urban children [and prevent them] from learning in schools.

3-Theme—Specifying the value of smaller group discussion and bonding with other staff within the training

Example/s

-I felt like the conversations where we broke into focus groups to discuss different aspects of the book were really great. We met with the same group of people multiple times and developed some trust and comfort that way...

-I was really into the cogent interest group. I was looking forward to continuing the work that we did in that group. I wish we could still continue to meet in those groups.

-I appreciated the discussion groups that strategically paired White teachers in groups with teacher of color to hear our experiences in teaching.

-I enjoyed the smaller group work that we did. It allowed for a stronger conversation that continued past one session. Having a shared text, and the clip was very supportive.

-It also allowed me to explore the ways my colleagues experience this...

-It was good that we had the small groups, I felt better about talking about my experiences growing up in poverty.

-I believe that it was challenging for certain staff members to explore some themes in such large groups. Especially in relation to instances of bias. It showed me how I can approach topics with different audiences and how to tweak my approach for all staff.

4-Theme—Specifying the value of the code-switching training

Example/s

-Code-switching was an interesting topic.

-I was in the code-switching group and felt like people spoke really honestly about their own experiences and also about working with students and families. I thought it was very helpful.

-I remember being in smaller groups. I was in the code switching group. I feel some good conversations/topics were brought up and discussed.

- I was part of the code switching group because this is very important to understand in society and something I have dealt with all my life as a person of color. I think we need to explicitly teach students about code switching.

5-Theme—Specifying the value of racial affinity groups and work on racial identity

Example/s

-I thought the interest groups, particularly the sessions in racial affinity groups, brought up some powerful stories and gave teachers a space to talk them through. I wish we had been able to continue these discussions.

-I also enjoyed the discussions about racial identity issues.

- I particularly enjoyed our discussions on racial identity...

-The interest groups were much more valuable to me. Listening to other experiences and talking about identity as it relates to education felt more connected and intimate.

6-Theme—Specifying the value of group work on White privilege, the privilege walk, and “White Savior Complex”

Example/s

-I particularly enjoyed our discussions...on privilege....

-...The privilege walk was hard. I am even more valuable than I was before the training. I think about my students and what they experience outside of the school day.

-One discussion that was very valuable was on the “White Savior Complex.” It was very valuable because being an educator of color, I have experienced this from many educators throughout my academic career.

-Being White, the activities, discussions and book has opened me up to seeing/recognizing white privilege further in more tangible ways I knew it existed but more abstractly...

7b-Category II: Learning About the Racially/Culturally Different and Their Experiences

7-Theme—Raising awareness of racial dynamics within the school staff

Example/s

-...I felt like the work made issues of race and bias more public and helped raise awareness of the racial dynamics at play within the staff...

8-Theme—Valuing hearing the empowered voices of teachers of color speak about harmful bias incidents in school among staff

Example/s

-It was really powerful for me to hear the voices of teachers of color speak about bias that they face in our school. I was surprising that so many of them had stories that were hurtful.

-It was really a great time to rethink how I approach teachers of color in our school.

9-Theme—Training led White teachers to greater empathy with urban youth of color

Example/s

-...this has helped me view/relate/attempt to understand and empathize better with students.

7b-Category III: Recommending Improvements in Training

10-Theme—Recommending improvements in training with focus on race, culture, socioeconomic class

Example/s

-People in general are self-centered and inconsiderate of others. This professional development focused on race and ethnicity but can be used more broadly as a way to help people consider the perspectives of other races, genders, religions and socioeconomic groups.

-In a school with children of color it is very important to know how to communicate a respectful way/tone. This is something that some teachers do not have naturally and must be taught.

11-Theme—Viewing the training process as incomplete, ineffective, needing to continue, and result in action

Example/s

-... We still need a lot of work in this area.

-I don't really feel like it's impacted my function in this school.

-I ended up in the smaller discussion group that focused on "cogents" and the conversation was kind of all over the place. It was definitely interesting but I also wish it would translate to some action.

-There should have been more trainings.

-Again, it felt like a good start but didn't continue to any type of conclusion or next steps.

-I feel the other activities would have been more beneficial had they been coordinated by an outside organization.

-I think the work...should live on, perhaps once a month PD or something similar.

-I enjoyed my focus group but...feel like nothing happened or came from it.

- I think the discussions and activities were fruitful but were not evident in day-to-day practice and interactions amongst children and staff/staff and staff.

12-Theme—Citing the limitation of training given uncertainty and lack of trust

Example/s

-This kind of work requires a huge level of trust among group members and. I left a lot of things unsaid, partly because that's who I am, partly because I wasn't sure how what I had to say would be received.

See Table 7a.

Table 7a. Emergent Themes Within Three Categories (for #7b) Given School Staff's Feedback About the Other Special Training Activities and Discussions (N=47)

Category I-Highlighting the value of specific training activities

- 1-Theme – Viewing training activities as valued
- 2-Theme – Experiencing an impact on pedagogical practice with urban youth of color
- 3-Theme – Specifying the value of smaller group discussion and bonding with other staff within the training
- 4-Theme – Specifying the value of the code-switching training
- 5-Theme – Specifying the value of racial affinity groups and work on racial identity
- 6-Theme – Specifying the value of group work on white privilege, the privilege walk, and “White Savior Complex”

Category II-Learning about the racially/culturally different and their experiences

- 7-Theme – Raising awareness of racial dynamics within the school staff
- 8-Theme – Valuing hearing the empowered voices of teachers of color speak about harmful bias incidents in the school
- 9-Theme – Training led white teachers to greater empathy with urban youth of color

Category III – Recommending Improvements in Training

- 10-Theme – Recommending improvements in training with focus on race, culture, socioeconomic class
 - 11-Theme – Viewing the training process as incomplete, ineffective, needing to continue, and result in action
 - 12-Theme – Citing the limitation of training given uncertainty and lack of trust
-

Results for Research Question #7c. *What did they share in terms of the impact the trainings had on them or how they functioned in their school?*

In order to answer this question, the findings are presented in two categories, as per the following two sections.

7c-Category I: Changes in How Staff Functioned Within the School

1-Theme—Functioning with expanded consciousness, awareness, and self-reflection about race/culture/White privilege during inter-racial and cross-cultural interactions

Example/s

-I also am more conscious of my interactions with my colleagues and think more critically about how my behavior of words are felt.

-Since reading and discussing the book, I do feel that I am more aware of how biases affect everyone in our Bronx community.

-The book raised my awareness to dynamics in class discussions and partnerships.

-I was really a great time to rethink how I approach teachers of color in our school.

-The trainings were effective and boosted my awareness.

-We are all more aware of how we interact with the staff members who are White. Sometimes they need reminders.

-I was able to look very closely at my own identity and privilege and how it serves me as a teacher. I'm more aware now and keep pushing myself into awareness.

-...I am also more likely to interrogate my own motives or intentions.

-It made me become more self-reflective.

-The cogent groups were significant to my own self-reflection.

-I am overall more thoughtful about everything.

2-Theme—Functioning in a new way due to training in Emdin’s reality pedagogy, guiding principles for practice, and practical scenarios

Example/s

-I am more strategic about how I organize my groups because of the principles in the Emdin book.

-...I think I am more mindful of how curriculum is presented in terms of topics...

-I created a Wonder Wall as a place to hold kids’ big ideas and questions.

-It made me examine the cultural learning difference within communities.

-This book provided a lot of insight to the Black educators and White educators. The scenarios that we read about allowed me to put a lot of things into perspective...

3-Theme—Functioning with the new goal of increasing student voice (and that of colleagues)—so all diverse voices are heard

Example/s

-I thought a lot about how to increase student voice which is mentioned in the Emdin book.

-I also thought about problem solving language in our classroom and how to make sure all voices are heard.

-It expanded my lens and pushed me to think about both how kid voices and colleagues’ voices and experiences shape our school.

-...I especially was inspired by cogent to incorporate more students’ voices into the classroom and grow based on the feedback of my students.

4-Theme—Functioning with a new awareness of inequities and intention to avoid unfair disciplinary practices when working with urban students of color

Example/s

-I am more cautious about my discipline with them.

-Based on the focus groups it allowed me to pay closer attention to how differently I interact with my students vs staff. It also made me aware of how I interact with certain demographics of children. For example, I appear to be tougher on minority vs. non-minorities.

-Impact is harder, it has made me reconsider some rules and how they impact communities differently.

5-Theme—Functioning with new insight, knowledge, and skills from the training—such as being able to have difficult conversations on race/culture as a staff

Example/s

-...there was a recent race related issue and other coworkers and I were able to have a productive conversation about the “ouch” they said.

7c-Category II: The Impact of Trainings Upon Them

6-Theme—Feeling empowered as a woman of color able to speak openly on issues of race/culture, reflect on felt advantages, and advocate for youth and justice

Example/s

-As a woman of color, I felt much more empowered to speak about issues that White teachers would never experience and cannot relate too. I was bolder than I am in whole groups discussions. Some of the White people were uncomfortable with the topics, but I think it was best for them to also be in smaller groups to deal with the harsh reality that they don't always make themselves relatable to our students of color. They also aren't the most supportive to teachers of color. It brought some core issues to the surface that many people at our school try to avoid.

-It made me think about my own advantage in the classroom because we share similar racial backgrounds, residential spaces, and upbringing. Students tend to bond or respect my tone and co-switching [code-switching] more than my White peers.

-The discussions made me more aware of my role as Black educator and the responsibility that comes along with it.

7-Theme—Being impacted by training so as to experience more empathy and respect for teachers of color

Example/s

-Many were moved by the stories shared and I think had more empathy and respect for teachers of color.

8-Theme—Being impacted by the group discussions generated by the Emdin book and other special trainings

Example/s

-The discussions that allowed colleagues to speak from their own experiences that were brought forth in the book were really important to me and my expanded understanding of the capacities and differences that we all bring to the table.

- The discussions about bias were deep and it helped to create a space for people to express themselves.

- I had already read the Emdin book and had done a lot of self-reflection as a result, so I was excited to discuss the book with other teachers...

9-Theme—Being impacted by the many powerful quotes that were shared from the Emdin book

Example/s

-I remember it being impactful to begin the training by sharing a quote from the book and hearing the overlap of powerful quotes selected by the staff.

10-Theme—Being so impacted by training that one does “the work” beyond the actual training sessions

Example/s

-My informal conversations with colleagues who I trust and with whom I have a close relationship that were sparked by the book and PD [Professional Development] were must meaningful to me.

11-Theme—Viewing training as incomplete and the need to deal with key issues

Example/s

-Honestly, it made me realize how far we are from really dealing with key issues [i.e., feeling like key issues were not dealt with].

-However, I'm not sure it's had a big impact on the overall school approach to teaching [i.e., Emdin's reality pedagogy].

-...One thing that can be improved is providing more time to plan our units with Emdin's work in mind. We also could have used the book more last year and this year because there were so many good topics to discuss that needed more time to discuss.

-There has been very little follow-up....

See Table 7b.

Table 7b. Emergent Themes Within Three Categories (for #7b) Given School Staff's Feedback About the Other Special Training Activities and Discussions (N=47)

Category I – Changes in How Staff Functioned Within the School

- 1-Theme – Functioning with expanded consciousness, awareness, and self-reflection about race/culture/white privilege during inter-racial and cross-cultural interactions
- 2-Theme – Functioning in a new way due to training in Emdin's reality pedagogy, guiding principles for practice, and practical scenarios
- 3-Theme – Functioning with the new goal of increasing student voice (and that of colleagues)—so all diverse voices are heard
- 4-Theme – Functioning with a new awareness of inequities and intention to avoid unfair disciplinary practices when working with urban students of color
- 5-Theme – Functioning with new insight, knowledge, and skills from the training—such as being able to have difficult conversations on race/culture as a staff

Category II –The Impact of Trainings Upon Them

- 6-Theme – Feeling empowered as a woman of color able to speak openly on issues of race/culture, reflect on felt advantages, and advocate for youth and justice
- 7-Theme – Being impacted by training so as to experience more empathy and respect for teachers of color
- 8-Theme – Being impacted by the group discussions generated by the Emdin book and other special trainings

- 9-Theme – Being impacted by the many powerful quotes that were shared from the Emdin book
- 10-Theme – Being so impacted by training that one does “the work” beyond the actual training sessions
- 11-Theme – Viewing training as incomplete and the need to deal with key issues
-

Results for Research Question #8. *What were the quantitative findings from the Our School Survey, as a tool for evaluating the pre-special training versus post-special training scores of school staff, with regard to the following: see 8a?*

8a-Were there any significant changes in Global Knowledge Scores and Global Self-Efficacy Scores, or in any of the 9 individual domains for knowledge or self-efficacy—given staff members’ ratings on 9 items for pre-special training versus post-special training (i.e., ratings for: 1-interactions with students from varied cultural backgrounds; 2-effective engagement with students; 3-interactions reflecting all are valued; 4-interactions reflecting fairness and consistency in how they are disciplined; 5-interactions reflecting affirming them; 6-interactions reflecting greater empathy and acceptance; 7-interactions reflecting appreciation for living in urban environment; 8-interactions reflecting creating a safe space and trusting environment; and 9-interactions helping to create a more positive school climate)? (Survey Part IV—About Any Changes Since the Special Trainings)

Increases in mean scores for all 9 behaviors. By way of an example, the mean score for knowledge for Behavior #1 (interactions with students from varied cultural backgrounds) before the training was 7.2 for *somewhat high* (N=47, Min=0, Max=10, SD=1.9) and 8.3 for *high* (N=47, Min=0, Max=10, SD=1.5) after the training. The mean rating of confidence for Behavior #1 before the training was 7.1 for *somewhat high*

(N=47, Min=0, Max=10, SD=2.0) and 8.1 for *high* (N=47, Min=0, Max=10, SD=1.5)

after the training.

Consider the pattern of findings for all 9 behaviors.

See Table 8.

Table 8. Self-Ratings for Knowledge and Self-Efficacy to Perform Desired Behaviors and Confidence Skill

	N	%
Behavior		
<i>Behavior #1</i>		
FOR: My interactions with students reflecting consideration of the cultural background (i.e., race, ethnicity, religion) of my students...		
<u>Before</u> the Training - My level of <u>knowledge</u> for doing this was: (N=47)		
2	1	2.1
3	1	2.1
4	2	4.3
5	3	6.4
6	10	21.3
7	9	19.1
8	7	14.9
9	10	21.3
10=highest level	4	8.5
Mean=7.2, N=47, Min=0, Max=10, SD=1.9		
<u>Before</u> the Training - My level of <u>confidence</u> for doing this, given my skill/ability was: (N=47)		
1	0	0
2	1	2.1
3	1	2.1
4	2	4.3
5	5	10.6
6	8	17
7	11	23.4
8	4	8.5
9	9	19.1
10=highest level	6	12.8
Mean=7.1, N=47, Min=0, Max=10, SD=2.0		

After the Training - My level of **knowledge** for doing this was: (N=47)

4	1	2.1
5	2	4.3
6	2	4.3
7	8	17
8	10	21.3
9	13	27.7
10=highest level	11	23.4

Mean=8.3, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	3	6.4
6	5	10.6
7	7	14.9
8	10	21.3
9	11	23.4
10=highest level	11	23.4

Mean=8.1, N=47, Min=0, Max=10, SD=1.5

Behavior #2

FOR: My interactions with students reflecting effective engagement of students from varied cultural backgrounds.

Before the Training - My level of **knowledge** for doing this was: (N=47)

3	2	4.3
4	2	4.3
5	3	6.4
6	6	12.8
7	8	17
8	13	27.7
9	9	19.1
10=highest level	4	8.5

Mean=7.4, N=47, Min=0, Max=10, SD=1.8

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

3	2	4.3
4	3	6.4
5	4	8.5
6	5	10.6
7	11	23.4
8	10	21.3
9	8	17
10=highest level	4	8.5

Mean=7.2, N=47, Min=0, Max=10, SD=1.8

After the Training - My level of **knowledge** for doing this was: (N=47)

5	3	6.4
6	2	4.3
7	8	17
8	12	25.5
9	11	23.4
10=highest level	11	23.4

Mean=8.3, N=47, Min=0, Max=10, SD=1.4

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	3	6.4
6	3	6.4
7	9	19.1
8	10	21.3
9	11	23.4
10=highest level	11	23.4

Mean=8.2, N=47, Min=0, Max=10, SD=1.5

Behavior #3

FOR: My interactions with students reflecting how all cultures (races, ethnicities, religions) are valued—with an appreciation of differences, while differences are not treated as deficits, dysfunctions, or disadvantages.

Before the Training - My level of **knowledge** for doing this was: (N=47)

1	1	2.1
5	4	8.5
6	3	6.4
7	10	21.3
8	12	25.5
9	9	19.1
10=highest level	8	17

Mean=7.8, N=47, Min=0, Max=10, SD=1.8

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

1	1	2.1
5	5	10.6
6	5	10.6
7	10	21.3
8	11	23.4
9	7	14.9
10=highest level	8	17

Mean=7.6, N=47, Min=0, Max=10, SD=1.8

After the Training - My level of **knowledge** for doing this was: (N=47)

5	2	4.3
6	4	8.5
7	4	8.5
8	8	17
9	14	29.8
10=highest level	15	31.9

Mean=8.6, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	3	6.4
6	3	6.4
7	4	8.5
8	10	21.3
9	12	25.5
10=highest level	15	31.9

Mean=8.4, N=47, Min=0, Max=10, SD=1.5

Behavior #4

FOR: My interactions with students reflecting fairness and consistency in how diverse students are disciplined (corrected, or punished)—so there are no differences by cultural background (race, ethnicity, religion) in how students are disciplined.

Before the Training - My level of **knowledge** for doing this was: (N=47)

2	1	2.1
4	2	4.3
5	2	4.3
6	9	19.1
7	10	21.3
8	9	19.1
9	8	17
10=highest level	6	12.8

Mean=7.4, N=47, Min=0, Max=10, SD=1.8

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

1	1	2.1
2	1	2.1
4	1	2.1
5	3	6.4
6	9	19.1
7	9	19.1
8	9	19.1
9	7	14.9
10=highest level	7	14.9

Mean=7.3, N=47, Min=0, Max=10, SD=2.0

After the Training - My level of **knowledge** for doing this was: (N=47)

5	2	4.3
6	5	10.6
7	7	14.9
8	10	21.3
9	11	23.4
10=highest level	12	25.5

Mean=8.3, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **confidence** for doing this, given my skill/ability was:

3	1	2.1
5	2	4.3
6	5	10.6
7	6	12.8
8	10	21.3
9	10	21.3
10=highest level	13	27.7

Mean=8.2, N=47, Min=0, Max=10, SD=1.7

Behavior #5

FOR: My interactions with students reflecting my affirming (supporting) them, their culture, and the history of their cultural group.

Before the Training - My level of **knowledge** for doing this was: (N=47)

4	2	4.3
5	4	8.5
6	7	14.9
7	6	12.8
8	7	14.9
9	12	25.5
10=highest level	9	19.1

Mean=7.8, N=47, Min=0, Max=10, SD=1.8

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

3		
4	2	4.3
5	4	8.5
6	8	17
7	8	17
8	5	10.6
9	11	23.4
10=highest level	9	19.1

Mean=7.7, N=47, Min=0, Max=10, SD=1.8

After the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	5	10.6
7	8	17
8	6	12.8
9	9	19.1
10=highest level	18	38.3

Mean=8.5, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	2	4.3
6	5	10.6
7	7	14.9
8	6	12.8
9	9	19.1
10=highest level	18	38.3

Mean=8.5, N=47, Min=0, Max=10, SD=1.6

Behavior #6

FOR: My interactions with students reflecting a greater empathy and acceptance of students from diverse cultural backgrounds.

Before the Training - My level of **knowledge** for doing this was: (N=47)

5	4	8.5
6	3	6.4
7	10	21.3
8	14	29.8
9	9	19.1
10=highest level	7	14.9

Mean=7.9, N=47, Min=0, Max=10, SD=1.4

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

5	4	8.5
6	4	8.5
7	11	23.4
8	11	23.4
9	10	21.3
10=highest level	7	14.9

Mean=7.9, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	2	4.3
7	8	17
8	9	19.1
9	11	23.4
10=highest level	16	34

Mean=8.6, N=47, Min=0, Max=10, SD=1.3

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	1	2.1
6	4	8.5
7	6	12.8
8	9	19.1
9	11	23.4
10=highest level	16	34

Mean=8.6, N=47, Min=0, Max=10, SD=1.4

Behavior #7

FOR: My interactions with students reflecting appreciation for what it means to live in an urban environment.

Before the Training - My level of **knowledge** for doing this was: (N=47)

3	1	2.1
4	1	2.1
5	2	4.3
6	6	12.8
7	8	17
8	7	14.9
9	7	14.9
10=highest level	15	31.9

Mean=8.0, N=47, Min=0, Max=10, SD=1.9

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

2	1	2.1
3	1	2.1
5	3	6.4
6	6	12.8
7	9	19.1
8	5	10.6
9	8	17
10=highest level	14	29.8

Mean=7.9, N=47, Min=0, Max=10, SD=2.0

After the Training - My level of **knowledge** for doing this was: (N=47)

5	2	4.3
6	4	8.5
7	4	8.5
8	9	19.1
9	8	17
10=highest level	20	42.6

Mean=8.6, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	3	6.4
6	3	6.4
7	5	10.6

8	8	17
9	9	19.1
10=highest level	19	40.4
Mean=8.6, N=47, Min=0, Max=10, SD=1.6		

Behavior #8

FOR: My interactions with students reflecting my creating a safe space and trusting environment for students from diverse cultural backgrounds.

Before the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	6	12.8
7	11	23.4
8	12	25.5
9	8	17
10=highest level	9	19.1

Mean=8, N=47, Min=0, Max=10, SD=1.4

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

5	2	4.3
6	8	17
7	10	21.3
8	12	25.5
9	7	14.9
10=highest level	8	17

Mean=7.8, N=47, Min=0, Max=10, SD=1.5

After the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	1	2.1
7	5	10.6
8	15	31.9
9	7	14.9
10=highest level	18	38.3

Mean=8.7, N=47, Min=0, Max=10, SD=1.3

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	1	2.1
6	2	4.3
7	6	12.8
8	15	31.9
9	6	12.8
10=highest level	17	36.2

Mean=8.2, n=47, Min=0, Max=10, SD=1.2

Behavior #9

FOR: My interactions with students helping to create a more positive school climate

Before the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	4	8.5
7	8	17
8	12	25.5
9	13	27.7
10=highest level	9	19.1

Mean=8.3, N=47, Min=0, Max=10, SD=1.3

Before the Training - My level of **confidence** for doing this, given my skill/ability was: (N=47)

5	1	2.1
6	4	8.5
7	8	17
8	13	27.7
9	12	25.5
10=highest level	9	19.1

Mean=8.2, N=47, Min=0, Max=10, SD=1.3

After the Training - My level of **knowledge** for doing this was: (N=47)

5	1	2.1
6	1	2.1
7	6	12.8
8	8	17
9	13	27.7
10=highest level	18	38.3

Mean=8.8, N=47, Min=0, Max=10, SD=1.3

After the Training - My level of **confidence** for doing this, given my skill/ability was:

5	1	2.1
6	2	4.3
7	7	14.9
8	6	12.8
9	14	29.8
10=highest level	17	36.2

Mean=8.7, N=47, Min=0, Max=10, SD=1.3

Significant results for 18 paired t-tests for 9 behaviors pre- and post-training.

With the Bonferroni Adjustment Significance (.05/18, $p=.0003$) level of .003, the paired t-tests showed that staff ratings (knowledge and self-efficacy ratings) for *all 9 behaviors* exhibited a significant increase in mean rating from pre-training to post-training. This

suggested that the intervention of the special trainings had a significant impact, as reflected in the significant changes in staff ratings from pre- to post-training.

For example, for Behavior #1 (interactions with students from varied cultural backgrounds), there was a mean of 7.17 for *knowledge* pre-training (n=47, SD=1.880) versus a post-training mean of 8.28 (n=47, SD=1.499) for knowledge; this constitutes a significant difference from pre- to post-training ($t=-7.389$, $df=46$, $p=0.000$). For self-efficacy (confidence) for Behavior #1, the staff had a pre-training mean of 7.1 (N=47, SD=2.0) and a post-training mean of 8.1 (N=47, SD =1.5)—as a significant difference ($t=-6.448$, $df=46$, $p=0.000$).

See Table 9.

Table 9. Paired Sample t-tests

	Global Knowledge & Global Self-Efficacy			t-tests		
	N	M	SD	t	df	P
Behavior						
Behavior #1						
FOR: My interactions with students reflecting consideration of the cultural background (i.e. race, ethnicity, religion) of my students...						
Knowledge						
Pre-Training	47	7.170	1.880	-7.389	46	0.000*
Post-Training	47	8.280	1.499			
Confidence						
Pre-Training	47	7.150	1.978	-6.448	46	0.000*
Post-Training	47	8.150	1.532			
Behavior #2						
FOR: My interactions with students reflecting effective engagement of students from varied cultural backgrounds.						
Knowledge						
Pre-Training	47	7.360	1.787	-6.699	46	0.000*
Post-Training	47	8.260	1.437			

Confidence

Pre-Training	47	7.170	1.845	-6.651	46	0.000*
Post-Training	47	8.190	1.484			

Behavior #3

FOR: My interactions with students reflecting how all cultures (races, ethnicities, religions) are valued—with an appreciation of differences, while differences are not treated as deficits, dysfunctions, or disadvantages.

Knowledge

Pre-Training	47	7.790	1.781	-5.118	46	0.000*
Post-Training	47	8.550	1.457			

Confidence

Pre-Training	47	7.600	1.838	-6.231	46	0.000*
Post-Training	47	8.490	1.502			

Behavior #4

FOR: My interactions with students reflecting fairness and consistency in how diverse students are disciplined (corrected, or punished)—so there are no differences by cultural background (race, ethnicity, religion) in how students are disciplined.

Knowledge

Pre-Training	47	7.400	1.790	-6.109	46	0.000*
Post-Training	47	8.260	1.481			

Confidence

Pre-Training	47	7.320	2.012	-5.902	46	0.000*
Post-Training	47	8.190	1.676			

Behavior #5

FOR: My interactions with students reflecting my affirming (supporting) them, their culture, and the history of their cultural group.

Knowledge

Pre-Training	47	7.790	1.793	-6.002	46	0.000*
Post-Training	47	8.510	1.516			

Confidence

Pre-Training	47	7.680	1.807	-6.289	46	0.000*
Post-Training	47	8.470	1.586			

Behavior #6

FOR: My interactions with students reflecting a greater empathy and acceptance of students from diverse cultural backgrounds.

Knowledge

Pre-Training	47	7.890	1.433	-6.189	46	0.000*
Post-Training	47	8.600	1.346			

Confidence

Pre-Training	47	7.850	1.474	-5.787	46	0.000*
Post-Training	47	8.550	1.411			

Behavior #7

FOR: My interactions with students reflecting appreciation for what it means to live in an urban environment.

Knowledge

Pre-Training	47	8.040	1.853	-4.209	46	0.000*
Post-Training	47	8.640	1.524			

Confidence

Pre-Training	47	7.890	2.003	-4.222	46	0.000*
Post-Training	47	8.570	1.571			

Behavior #8

FOR: My interactions with students reflecting my creating a safe space and trusting environment for students from diverse cultural backgrounds.

Knowledge

Pre-Training	47	8.000	1.383	-6.688	46	0.000*
Post-Training	47	8.700	1.267			

Confidence

Pre-Training	47	7.810	1.454	-6.680	46	0.000*
Post-Training	47	8.570	1.331			

Behavior #9

FOR: My interactions with students helping to create a more positive school climate.

Knowledge

Pre-Training	47	8.260	1.310	-4.726	46	0.000*
Post-Training	47	8.810	1.262			

Confidence

Pre-Training	47	8.230	1.306	-4.172	46	0.000*
Post-Training	47	8.720	1.330			

Global Knowledge and Self-Efficacy Changes**Knowledge**

Pre-Training	47	7.745	1.396	-8.646	46	0.000*
Post-Training	47	8.511	1.266			

Confidence

Pre-Training	47	7.634	1.480	-7.896	46	0.000*
Post-Training	47	8.435	1.325			

p<.05, p<.01, *p<.001 Bonferroni Adjustment Significance (.05/18, p=.0003). Note: All p values above .003 are considered non-significant, and only those below .003 are considered statistically significant

Results for Research Question #9a

What were the qualitative findings from the Our School Survey, as a tool for evaluating the potential impact of the special trainings, with regard to the following: (For all school staff) What thoughts, feelings or final reflections might you share, given your taking this survey?

In order to answer this question, the findings are presented in two categories, as per the following two sections.

9a-Category I – Strengths of Training and Barriers to Success

1-Theme—Reflecting on the strengths of the training—as supportive of staff, with good small group discussions, and reflection sheets that informed next sessions

Example/s

-This work was tremendously supportive to all staff members.

-The discussions were well planned and it was good to be a part of them...

-I feel like the most meaningful work has been done in the small focused groups, allowing more room for dialogue about this topic. In a small group, people feel more willing to share their ideas.

-I believe in the work of that PD strongly... One strength of the process was that we always gave reflection sheets and then carefully read and discussed that feedback in order to plan the next PDs.

2-Theme—Reflecting on barriers to success of training of very limited resources, small planning staff, and inadequate follow-through

Example/s

-...and I think we did our best given very limited resources. It should not have been planned by 2-5 people but that's how the planning was structured. More teachers were invited to make a committee to plan the PD, but they were never invited again after the 1st meeting. Most of the logistical planning was left to the last minute.... The biggest barriers to success were a low capacity for appropriately delegating tasks and inadequate follow through so it could transform our school. There are many clear examples of interpersonal and institutional racism within the BxC community and the only way to fix that is a rigorous self-examination and PD plan.

9a-Category II: Acknowledging Evidence of Transformation Since Reading the Emdin Book and the Special Trainings

3-Theme—Appreciating how the Emdin book, trainings, and discussions empowered the voices of teachers and staff of color

Example/s

-I appreciated the opportunity to talk with my fellow Black colleagues about some things that they have gone through in our career.

-The work we did confirmed in a lot of ways what I knew I should be doing as an educator of color. It gave me more agency and ability to articulate my approaches to student curriculum.

-It was cool to read a book written by another Black man.

-I feel more empowered to speak to my white colleagues about race and identity. This work gave me a platform and a higher level of comfort to do so.

4-Theme—Improving school climate, community, communication and relationships with colleagues, students, and students' families

Example/s

-This was subject matter important to growing the cultural and special awareness as a community.

-...the book and the discussions changed...my relationships with colleagues.

-...It made me realize the importance of taking time to speak with student outside of the academic time. I am always seeking opportunities to speak to students whom I know are struggling with personal family issues.

-This work made me more aware of my interactions with families.

-...responsive to the needs of my students of color.

5-Theme—Ending oppression of urban youth of color and their culture, changing disciplinary practices, and ending demeaning verbal interactions with urban youth of color

Example/s

-...I think that the book and the discussions changed how I approach discipline more than anything else...

-...The Emdin book was helpful to my white colleagues, particularly those that inappropriately hand out uneven disciplinary action or speech to children in a way that is not culturally sensitive.

-...I'm also working to let go of some of my old-school thinking about things that used to be an issue that really aren't any more, like wearing hats.

-...We are committed to teaching in an urban environment....

6-Theme—Overcoming class bias through the Emdin book and special trainings

Example/s

-I have always tried to honor and reflect my students' various cultural, ethnic, racial and religious backgrounds. That's vital to me as a non-Christian person of color. I am not always as successful as I would want to be, especially when dealing with cultures I'm less familiar with. I think the training experience helped me most in dealing with class differences. I grew up in a solidly middle-class Black family, and with that came a certain amount of judgment about people in different class strata. The book made me aware of some of my biases and I have been consciously working to change. This indirectly affects my work with students, but is more directly related to my views about families. I appreciate that mirror being held up.

7-Theme—Perceiving need to make school structures and instruction more responsive to youth culture

Example/s

-....I already incorporated curriculum units that celebrate and affirm the identities, experiences, and places our students come from. More than anything, the book challenged me to think about my interactions with students on their own terms while still remaining authentic myself. It is hard to see how I could use cogens he describes without looking and sounding foolish and like a fraud. But it did push me to rethink structures and instruction so that it is responsive to the youth culture of many of my students.

9a-Category III: Toward Improving the Training and Outcomes

8-Theme—Citing the need for ongoing discussions on racial identity, bias, equity, and social justice, and the training work as incomplete

Example/s

-Our school needs to create more spaces to continue to build of school culture/climate.

-This work needs to be continuous.

-...I feel like it needs to continue as a reminder, not a one-time thing.

-...so that I can become a more socially just educator...

-Our school deeply cares about social justice....

-We still have a lot of work to do as a staff, but I feel like we are moving in the right direction.

-Overall, I think what we did was a good start. However, we haven't really done that much more work.

-I think it is important that our staff continue to have conversations about racial identity, bias, equity, and how we at B.C. can equip ourselves and our students to support others to reach our potential and to be a voice of justice in the world.

-I appreciate the questions on my confidence level. I do feel like I've learned so much more but the doing still feels very hard at times. I worry often about making mistakes and the ways you can't always make right after doing wrong.

9-Theme—Acknowledging the challenge of training with people in different stages for working on issues of race, culture, and bias

Example/s

-Helpful for my Caucasian colleagues

-...I also feel jaded. It feels a little obnoxious to be rating myself 10s. I don't mean to suggest that I am perfect at doing these things but that I am confident that they are a part of my approach to all of the work that I do. Issues of identity, critical race theory, and anti-racist practice have been my focus since college. As a social worker who has focused a lot on youth development and organizing and restorative justice work, a lot of this work is part and parcel to what I have studied and worked on throughout my career. Probably because of this, the trainings that we did here at BxC didn't have a direct effect on me really. At the same time, there are so many ways I need to and would want to grow in these areas. I am sure there are other staff members who are in my boat. I wonder again how we can do better in scaffolding the work so that people who are at different places in their journeys in terms of race and identity work can ALL develop from it.

-I am an African American teacher and from my upbringing, interactions with teachers in middle school and high school prior to teaching experience I felt like this book did not really provide an additional expertise...

-I have always thought of myself to be very culturally responsive and aware given my own cultural background, I chose to work in a school where the population that I serve represented my own socioeconomic background as a child and young adult...

10-Theme—Citing lack of adequate transformation of curriculum in the classroom and the actual school-wide system—and the challenge of time

Example/s

-...I didn't feel like my colleagues and I transformed the conversation to the level of really planning into our curriculum or into school-wide systems.

-I think that classroom teachers did not get adequate time to properly make adjustments to curriculum.

-I want to have more time to keep thinking about how we can make our school better for our students of color.

-...I don't feel that conversations about race and identity changed our instruction. Facilitators of the PDS and conversations did not check in with us to ask how the work impacted our lessons or mindsets.

11-Theme—Asserting the need for readings and special trainings to translate into tangible, concrete action—including strategic planning and implementation

Example/s

-One thing this survey reminds me of is that we started something that was of value and have left the work before any real changes could be implemented...

-I would like to see us having these conversations more consistently and more focused on action. Sometimes we get lost in the intellectual discussion, which is important and I don't want to undermine that, but I also would like to see the tangible, concrete action and planning.

12-Theme—Recommending use of an expert to facilitate difficult conversations

Example/s

-...I also wished that an expert came in to support these difficult conversations.

-...The intentions behind this planning was good, the execution could have been better in terms of preparing us more before having uncomfortable conversations.

13-Theme—Viewing need for teachers to receive concrete ways to apply strategies and expand awareness of their practices

Example/s

-More follow-up after sessions to ensure the work goes beyond discussions, provide concrete ways that teachers can reflect, and apply strategies to grow their awareness.

-By doing so we are implementing this stuff into our practice all the time—the praxis of it, I guess.

14-Theme—Critiquing the training as not having been sufficiently focused and in-depth on the issues of race and culture

Example/s

-...It would have been better if we could have worked more in depth on these issues.

See Table 10.

Table 10. Emergent Themes Within Three Categories (for #9a) Given School Staff's Thoughts, Feelings, and Final Reflections About Trainings (N=47)

Category I – Strengths of Training and Barriers to Success

- 1-Theme – Reflecting on the strengths of the training—as supportive of staff, with good small group discussions, and reflection sheets that informed next sessions
- 2-Theme – Reflecting on barriers to success of training of very limited resources, small planning staff, and inadequate follow-through

Category II – Acknowledging Evidence of Transformation Since Reading the Emdin Book and The Special Trainings

- 3-Theme – Appreciating how the Emdin book, trainings, and discussions empowered the voices of teachers and staff of color
- 4-Theme – Improving school climate, community, communication and relationships with colleagues, students, and students' families
- 5-Theme – Ending oppression of urban youth of color and their culture, changing disciplinary practices, and ending demeaning verbal interactions with urban youth of color
- 6-Theme – Overcoming class bias through the Emdin book and special trainings
- 7-Theme – Perceiving need to make school structures and instruction more responsive to youth culture

Category III – Toward Improving the Training and Outcomes

- 8-Theme – Citing the need for ongoing discussions on racial identity, bias, equity, and social justice, and the training work as incomplete
 - 9-Theme – Acknowledging the challenge of training with people in different stages for working on issues of race, culture, and bias
 - 10-Theme – Citing lack of adequate transformation of curriculum in the classroom and the actual school-wide system—and the challenge of time
 - 11-Theme – Asserting the need for readings and special trainings to translate into tangible, concrete action—including strategic planning and implementation
 - 12-Theme – Recommending use of an expert to facilitate difficult conversations
 - 13-Theme – Viewing need for teachers to receive concrete ways to apply strategies and expand awareness of their practices
 - 14-Theme – Critiquing the training as not having been sufficiently focused and in-depth on the issues of race and culture
-

Results for Research Question #9b

What were the qualitative findings from the Our School Survey as a tool for evaluating the potential impact of the special trainings, with regard to the following: and, specifically, for teachers, please also answer this question: Did you make any modifications to the curriculum that were inspired by the training?

In order to answer this final question, the findings are presented in three categories, as per the following three sections.

9b-Category I: Teachers Report Ongoing Modification to Curriculum Inspired by the Training, or No or Incomplete Changes

1-Theme—Striving to make modifications to the curriculum, as work that is incomplete

Example/s

-A work in progress!

-I am still working on this.

-I am still trying to make modifications

-Still working on applying what I learned from the book to my work with kids and adults at BxC.

-We made modifications in regard to content but not delivery.

2-Theme—Being aware of how to adapt curriculum for urban youth of color—without taking action to modify it

Examples

-I am more aware of how I can adapt my curriculum now.

-I did not make modification but became more aware of the need to continue this conversation with the staff.

- I am more thoughtful about story problems I make, especially when it comes to situations I create and stories involving money.

3-Theme—Reporting no curriculum modifications, no action plans, no action taken—and a need to continue the work, after the Emdin book provided a great start

Examples

-No, the grade team kept the curriculum as is.

-...It's all felt like a lot of talk without straightforward action plans.

-The book was a great way to start but this needs to be continued.

4-Theme—Identifying the need for teachers to have accountability for making modifications to their curriculum within ongoing work

Example/s

-I didn't make any real modifications, but I do believe the staff would greatly benefit from accountability around this.

-I may have made modifications to the curriculum had we kept to our work.

5-Theme—Perceiving the need to modify the curriculum to close the achievement gap for urban youth

Example/s

-Modification of planning and provisions to benefit the growth of students' achievement as one of the best ways to close the achievement gap based on the environment landscape our kids are navigating.

9b-Category II: Teachers Report Curriculum Modifications Inspired by the Training

6-Theme—Valuing and creating time for urban youth to share about their cultural background and perspectives

Example/s

-Adjustments to the curriculum were made after the training by creating more time for students to discuss their backgrounds and cultures.

-I am more encouraging of students who want to speak about their cultural perspectives on topics in the classroom.

-I am much more cognizant of valuing their truth, ethnicity and family dynamics.

7-Theme—Changing the curriculum by including culturally relevant books and units of study, as well as a focus on justice

Example/s

-I had already implemented classroom changes after reading the book, prior to the PD. Two big changes are culturally relevant leveled books and changing our content study from “food” to “food justice.”

-We have added advocacy in our social studies unit. We have worked to empower students to speak up for themselves and others against racial injustice.

8-Theme—Teaching with greater cultural and linguistic awareness and sensitivity—with awareness of equity and access issues

Example/s

-I am more thoughtful about my language when I speak about Latino history or culture and African American history or culture.

-When planning, I now consider race, access, equity when thinking about lessons.

9-Theme—Creating community building time with students to support their emotional and social skills development and coping

Example/s

-I have created more community building time with students to discuss things that are hard, or heavy on them. I wanted to give them a time and space to off-load and to feel more safe expressing their frustrations, concerns or general things on their minds.

9b-Category III: Teachers Report Additional Changes Inspired by the Training**10-Theme—Creating fair disciplinary practices without oppressing or discriminating against urban youth of color***Example/s*

-In my classroom, I try to be aware of also handling disciplinary action in a fair manner (i.e., not disciplining children of color more).

11-Theme—Valuing growth to identity and learning about the identity of colleagues—while also receiving ideas for making changes in the classroom*Example/s*

-I learned a lot more—both ideas for the classroom and about my own identity and those of my colleagues.

12-Theme—Citing a need for continuous communication of expectations around issues of race, culture, bias, and justice—and expectations for teaching urban youth of color*Example/s*

-Our curriculum is moving towards matching our kids' needs, but in an academic way. How are we modifying our expectations simply based on the PDS around race? I feel that in order for more people to make changes, the school continuously needs to communicate expectations around teaching all kids with this framework.

See Table 11.

Table 11. Emergent Themes Within Three Categories (for #9b) for Teachers' Reporting on Making Any Modifications to the Curriculum (N=47)

Category I – Teachers Report Ongoing Modification to Curriculum Inspired by the Training, or No or Incomplete Changes

- 1-Theme – Striving to make modifications to the curriculum, as work that is incomplete
- 2-Theme – Being aware of how to adapt curriculum for urban youth of color—without taking action to modify it
- 3-Theme – Reporting no curriculum modifications, no action plans, no action taken—and a need to continue the work after the Emdin book provided a great start
- 4-Theme – Identifying the need for teachers to have accountability for making modifications to their curriculum within ongoing work
- 5-Theme – Perceiving the need to modify the curriculum to close the achievement gap for urban youth

Category II – Teachers Report Curriculum Modifications Inspired by the Training

- 6-Theme – Valuing and creating time for urban youth to share about their cultural background and perspectives
- 7-Theme – Changing the curriculum by including culturally relevant books and units of study as well as a focus on justice
- 8-Theme – Teaching with greater cultural and linguistic awareness and sensitivity—with awareness of equity and access issues
- 9-Theme – Creating community building time with students to support their emotional and social skills development and coping

Category III – Teachers Report Additional Changes Inspired by the Training

- 10-Theme – Creating fair disciplinary practices without oppressing or discriminating against urban youth of color
 - 11-Theme – Valuing growth to identity, and learning about the identity of colleagues—while also receiving ideas for making changes in the classroom
 - 12-Theme – Citing a need for continuous communication of expectations around issues of race, culture, bias, and justice—and, expectations for teaching urban youth of color
-

Results for Research Question #10

Were there any significant relationships that emerged between the study outcome variable of Global Self-Efficacy Scores post-special trainings (based on ratings of 9 items, as detailed above from post-special training)—as the study dependent variable—

and selected demographics and other variables? (Survey Part IV—About Any Changes Since the Special Trainings)

Independent t-tests. Selected group means were compared on the study outcome variable of higher post-training self-efficacy finding, as follows:

- There was a significant difference between the groups of people of color (e.g., Black, Hispanic, etc.) versus White staff on the outcome variable of higher post-training self-efficacy for the behaviors they were asked about. When comparing the mean for the people of color staff (n=29) of 8.934 (SD=1.254) versus the mean for White staff (n=18) of 7.63 (SD=1.023), there was a statistically significant difference ($t=-.392$, $df=41.55$, $p=.000$; Bonferroni Adjustment Significance, $.05/3$, $p=.016$). Staff who were people of color had a significantly higher post-training self-efficacy for performing all 9 of the specified behaviors, in comparison to White staff.

See Table 12.

Table 12. Independent T-Tests Comparing Dichotomous Groups on Study Outcome Variable of Higher Post-Training Self-Efficacy (N=47)

Higher Post-Training Self-Efficacy				t-test		
	N	M	SD	T	df	P
Gender				-3.77	45	0.708
1-Female	39	8.402	1.274			
2-Male	8	8.597	1.639			
Race/Ethnicity				3.893	45	.000***
1-People of Color	29	8.934	1.254			
2-White	18	7.63	1.023			
If Classroom Teacher				-0.39	45	0.697
1-No	22	8.354	1.478			
2-Yes	25	8.507	1.2			

* $p<.05$, ** $p<.01$, *** $p<.001$, Bonferroni Adjustment Significance ($.05/3$, $p=.016$)

Note: Thus, all p values above .016 are considered non-significant and only those below .016 are considered statistically significant.

Correlations between Global Self-Efficacy and selected variables showed there were no significant relationships.

See Table 13.

Table 13. Correlations Between Global Self-Efficacy Post-Special Trainings and Selected Variables

	Global Self—Efficacy Post-Training	
	R	P
Age Participant	0.039	0.794
Household Income	-0.12	0.421
Highest Education Level	-0.007	0.964
Years Working at School	-0.153	0.305
Years in Profession	-0.046	0.758
Training Participation	-0.111	0.459
Book Reading	0.047	0.752
Training Participation Rating	0.134	0.369
Activities Participation	0.135	0.367
Social Desirability	0.187	0.209
p<.05, p<.01, p<.001 Bonferroni Adjustment Significance (.05/10, p= .005)		
Note: All p values above .005 are considered non-significant, and only those below .005 are considered statistically significant		

Results for Research Question #11

What were the emergent themes from the analysis of the responses to the open-ended questions on the Our School Survey?

The body of qualitative data collected in response to the five qualitative questions (i.e., 7a, 7b, 7c, 9a, 9b), which were already analyzed in this chapter, produced the following:

1-at the level of theme, **64 emergent themes** were produced.

2-at the level of category, **15 categories** encompassed many themes.

Now, herein, the categories and themes are analyzed at the level of:

3- hierarchical emergent themes, which on a third level of analysis can also be produced as longer statements, and on a fourth level of analysis can be produced as shorter statements. This section presents both longer and shorter statements to illustrate how **12 hierarchical emergent themes** were produced from the body of qualitative data.

Further, the process of creating new hierarchical emergent themes involved, as follows:

1-compiling all of the categories for qualitative data analysis that arose in answer to the five prior qualitative questions (i.e. 7a, 7b, 7c, 9a, 9b), along with some examples of that category's themes. The result was a new table that was carefully studied for new hierarchical emergent themes. The table so studied follows.

See Table 14.

Table 14. Summary Presentation of 15 Categories and Examples of Themes to Capture the Voices of School Staff and Teachers From Qualitative Data

The 15 Categories and Sample Themes That Emerged for Questions 7A, 7B, 7C, 9A, 9 B

-Emergent Themes for #7A: What did the school staff share about the special training with a focus on the Emdin (2016) book?

7A-I-Category: Benefits and Ways to Further Improve (9 themes)

2-Theme – Highlighting how book educates on impact of youth culture, urban factors, and race/culture on education and learning

3-Theme – Praising Emdin book's real case scenarios, pragmatic help, and direction

7A-II-Category: Focus on White Teachers and Staff (3 themes)

10-Theme – Training unveiled white teachers' weaknesses with urban children of color

11-Theme – Seeing the reality of white school staff having less readiness to engage in training

7A-III-Category: Concerns of Teachers and Staff of Color (3 themes)

13-Theme – Training revealed injustices at the school

-Emergent Themes for #7B: What did they share about the other special training activities and discussions?

7B-I-Category: Highlighting the Value of Specific Training Activities (6 themes)

2-Theme – Experiencing an impact on pedagogical practice with urban youth of color

3-Theme – Specifying the value of smaller group discussion and bonding with other staff within the training

7B-II-Category: Learning About the Racially/Culturally Different and Their Experiences (3 themes)

8-Theme – Valuing hearing the empowered voices of teachers of color speak about harmful bias incidents in the school

9-Theme – Training led white teachers to greater empathy with urban youth of color

7B-III-Category: Recommending Improvements in Training (3 themes)

11-Theme – Viewing the training process as incomplete, ineffective, needing to continue, and result in action

Emergent Themes for # 7C: What did they share in terms of the impact the trainings had on them or how they functioned in their school?

7C-I-Category: Changes in How Staff Functioned Within the School (5 themes)

1-Theme – Functioning with expanded consciousness, awareness, and self-reflection about race/culture/white privilege during inter-racial and cross-cultural interactions

4-Theme – Functioning with a new awareness of inequities and intention to avoid unfair disciplinary practices when working with urban students of color

5-Theme – Functioning with new insight, knowledge, and skills from the training—such as being able to have difficult conversations on race/culture as a staff

7C-II-Category: The Impact of Trainings Upon Them (6 themes)

6-Theme – Feeling empowered as a woman of color able to speak openly on issues of race/culture, reflect on felt advantages, and advocate for youth and justice

7-Theme – Being impacted by training so as to experience more empathy and respect for teachers of color

Emergent Themes for # 9A: What thoughts, feelings or final reflections might you share, given your taking this survey?

9A-I-Category: Strengths of Training and Barriers to Success (2 themes)

1-Theme – Reflecting on the strengths of the training—as supportive of staff, with good small group discussions, and reflection sheets that informed next sessions

2-Theme – Reflecting on barriers to success of training of very limited resources, small planning staff, and inadequate follow-through

9A-II-Category: Acknowledging Evidence of Transformation Since Reading the Emdin Book and the Special Trainings (5 themes)

3-Theme – Appreciating how the Emdin book, trainings, and discussions empowered the voices of teachers and staff of color

- 4-Theme – Improving school climate, community, communication and relationships with colleagues, students, and students’ families
- 5-Theme – Ending oppression of urban youth of color and their culture, changing disciplinary practices, and ending demeaning verbal interactions with urban youth of color

9A-III-Category: Toward Improving the Training and Outcomes (7 themes)

- 8-Theme – Citing the need for ongoing discussions on racial identity, bias, equity, and social justice, and the training work as incomplete
- 9-Theme – Acknowledging the challenge of training with people in different stages for working on issues of race, culture and bias
- 10-Theme – Citing lack of adequate transformation of curriculum in the classroom and the actual school-wide system—and the challenge of time
- 11-Theme – Asserting the need for readings and special trainings to translate into tangible, concrete action—including strategic planning and implementation
- 12-Theme – Recommending use of an expert to facilitate difficult conversations
- 13-Theme – Viewing need for teachers to receive concrete ways to apply strategies and expand awareness of their practices

Emergent Themes for # 9B: And, specifically, for teachers, please also answer this question: Did you make any modifications to the curriculum that were inspired by the training?

9B-I-Category: Teachers Report Ongoing Modification to Curriculum Inspired by the Training, or No or Incomplete Changes (5 themes)

- 1-Theme – Striving to make modifications to the curriculum, as work that is incomplete
- 3-Theme – Reporting no curriculum modifications, no action plans, no action taken—and a need to continue the work after the Emdin book provided a great start
- 4-Theme – Identifying the need for teachers to have accountability for making modifications to their curriculum within ongoing work

9B-II-Category: Teachers Report Curriculum Modifications Inspired by the Training (4 themes)

- 7-Theme – Changing the curriculum by including culturally relevant books and units of study as well as a focus on justice
- 8-Theme – Teaching with greater cultural and linguistic awareness and sensitivity—with awareness of equity and access issues

9B-III-Category: Teachers Report Additional Changes Inspired by the Training (3 themes)

- 10-Theme – Creating fair disciplinary practices without oppressing or discriminating against urban youth of color

In addition, the process of creating new hierarchical emergent themes involved, as follows:

2-Analyzing each category with those exemplary themes (i.e., see Table 11 above), so that a new set of hierarchical emergent themes was created. **This involved reducing 15 categories and 64 themes into 12 new hierarchical emergent themes.**

Ultimately, *longer statements* were created to encompass one or more categories (e.g., #7-A-II, 7B-I Categories), resulting in 12 new hierarchical emergent themes—which occurred on a third level of analysis; on a fourth level of analysis, a *shorter statement* was placed above that longer statement—as another way to capture the 12 new hierarchical emergent themes in brief form.

For example, a *longer statement* was, as follows: ***1-Acknowledging the Many Benefits of the Emdin (2016) Book to Educate Pragmatically—With Case Scenarios—on Impact of Urban Youth Culture and Race/Culture/Class on Education and Learning.*** A *shorter statement* was, as follows: HE Theme #1: acknowledge many book benefits.

As another example, a *longer statement* was, as follows: ***2-Accepting That Many White Teachers and Staff Brought a Lower Level of Readiness for the Work of School Transformation—While Needing Safe Spaces of Small Group Work to Talk.*** A *shorter statement* was, as follows: HE Theme # 2: accept less ready white peers.

Or, as another example, a *longer statement* was, as follows: ***8-Acknowledging Evidence Since Reading the Emdin (2016) Book and the Special Trainings of Improvements in the School Climate, Community, and Communication and Relationships with Colleagues, Students, and Students' Families.*** A *shorter statement* was, as follows: HE Theme # 8: evidence of many improvements at school.

An illustrative *longer statement* was, as follows: ***12-Striving by Teachers to Make Curriculum Modifications, or Not—Given Training was Incomplete with No Action Plans—and Need to Build Further on Curriculum Changes of New Units of Study/Books/Concepts, and Greater Cultural and Linguistic Awareness.*** A shorter statement was, as follows: HE Theme #12: *action for curriculum modifications.*

Finally, one could reduce the entire body of qualitative data to the 12 shorter statements to summarize all that the school staff and teachers expressed about the training using the Emdin (2016) book and the other special training activities and discussions, as follows: *1-acknowledge many book benefits; 2-accept less ready White peers; 3-learn bias, empathy; 4-incomplete training, need to continue/action; 5-impact of expanded awareness; 6-retain many strengths to training model; 7-plan to address barriers to success of training model; 8-evidence of many improvements at school; 9-ending oppression/biased discipline; 10-training challenge of staff in different stages; 11-expert facilitation of difficult conversations; and 12-action for curriculum modifications.*

See Table 15.

Table 15. The 12 New Hierarchical Emergent Themes Derived From the Prior Categories (#) Indicated

Prior Category Code (#) that is Origin of the New Hierarchical Emergent Themes
The 12 New Hierarchical Emergent (HE) Themes

-From #7A-I Category to HE Theme #1: *acknowledge many book benefits*
1-Acknowledging the Many Benefits of the Emdin (2016) Book to Educate Pragmatically—With Case Scenarios—on Impact of Urban Youth Culture and Race/Culture/Class on Education and Learning

-From #s 7-A-II, 7B-I Categories to HE Theme #2: accept less ready White peers
2-Accepting that Many White Teachers and Staff Brought a Lower Level of Readiness for the Work of School Transformation—While Needing Safe Spaces of Small Group Work to Talk

-From #s 7B-I, 7B-II, 7B-III, 7C-II Categories to HE Theme #3: learn bias, empathy
3-Benefitting from the Other Special Trainings With Enhanced Pedagogical Practice, Greater Empathy With Urban Youth of Color/Teachers of Color, and Learning About Bias Incidents at School

-From #7B-III Category to HE Theme #4: incomplete training, need to continue/action
4-Viewing Emdin (2016) Book as Great Start to a School Transformation Process That Is Incomplete, and Needs to Continue Using Action Plans and Holding Teachers Accountable for Making Curriculum Modifications

-From #s 7C-I, 7CII Categories to HE Theme #5: impact of expanded awareness
5-Citing Positive Impacts from Training of Expanded Awareness of Race/Culture/ White Privilege Inequities/Bias Incidents/Justice Issues with Ability to Self-Reflect, Speak on Issues, and Advocate

-From #9A-I Category to HE Theme #6: retain many strengths to training model
6-Reflecting on the Strengths of the Training—As Supportive of Staff, With Good Small Group Discussions and Good Tools Like Reflection Sheets That Informed Next Sessions

-From #s 9A-I Category to HE Theme #7: plan to address barriers to success of training model
7-Reflecting on Barriers to Success of Training of Very Limited Resources, Small Planning Staff, and Inadequate Follow-Through

-From #9A-II Category to HE Theme #8: evidence of many improvements at school
8-Acknowledging Evidence Since Reading the Emdin (2016) Book and the Special Trainings of Improvements in the School Climate, Community, and Communication and Relationships with Colleagues, Students, and Students' Families

-From #s 9A-II, 9B-III Categories to HE Theme #9: ending oppression/biased discipline
9-Acknowledging Evidence of Ending Oppression of Urban Youth of Color and Their Culture, Changing Biased Disciplinary Practices, and Ending Demeaning Verbal Interactions With Urban Youth of Color

-From #9A-III Category to HE Theme #10: training challenge of staff in different stages
10-Acknowledging the Challenge of Training People in Different Stages for Working on Issues of Racial Identity, White Privilege, Race, Culture, and Bias—With Whites Tending to Be Less Ready

-From #9A-III Category to HE Theme #11: expert facilitation of difficult conversations
11-Recommend Ongoing Difficult Conversations Be Facilitated by an Expert on Racial Identity, White Privilege, Race, Culture, Bias, Equity, Social Justice, and Urban Youth Culture

-From #s 9B-I, 9B-III Categories to HE Theme #12: action for curriculum modifications
12-Striving by Teachers to Make Curriculum Modifications, or Not—Given Training Was Incomplete With No Action Plans—and Need to Build Further on Curriculum Changes of New Units of Study/Books/Concepts, and Greater Cultural and Linguistic Awareness

Conclusion

This chapter presented the results of data analysis. This included a presentation of results for both qualitative and quantitative data. Chapter V, Summary, Discussion, Implications and Conclusion, next discusses these findings while answering the final Research Questions #12, 13, and 14.

Chapter V

SUMMARY, DISCUSSION, IMPLICATIONS, AND CONCLUSION

This chapter provides a summary of the study, a discussion of study results, and implications and recommendations that arose from the findings. Study limitations as well as a conclusion are also presented.

Summary of the Research Study

The work of Emdin (2016) is revolutionary in providing what teachers, school leaders, and other staff need to know for shaping a new 21st century structure for teacher training and educating urban students of color. With this new tool in hand, many teachers, school leaders, and other staff have what they need to begin a process of self-transformation, as well as the transformation of their school and school climate toward greater cultural competence when working with urban students of color. Yet, what is unusual and exemplary is how the Bronx Charter School participating in this study embraced the Emdin book and actively pursued the journey of transformation; also unusual and exemplary was how the Principal Investigator was able to collaborate with the Director of Student Support at the Bronx Charter School in order to plan and complete a survey of school staff.

With the permission of the Director of Student Support, the present dissertation research was a case study of a Bronx Charter School, as a secondary analysis of existing data from the school. Meanwhile, the Principal Investigator, as a teacher at the school, was also in a participant-observer role. Overall, the study can be considered an integration of qualitative fieldwork and survey methods, as explained in this section.

Before the trainings began that were focused on the Emdin (2016) book, the school was coping with challenges and issues that seemed related to teachers and staff lacking any understanding of the lives of urban youth of color. This was exemplified via the case of the 12-year-old 5th grade student J.C., who lived in a shelter for homeless families, experienced domestic violence the night before going to school, and was late in arriving to his teacher's class. Recall how J.C. lamented (Chapter IV), *"My teacher will never understand what it is like to be me. She never lived in a crowded shelter or shared space with other families. She will never understand."*

Major societal events also played a role in stimulating the training, such as the November 8, 2016 presidential election. The national holiday and birthday of the Reverend Dr. Martin Luther King, Jr. stimulated the planning, in advance, of a Day of Action/Anti-Bias Day, which was first held on King's birthday, January 18, 2017.

The Day of Action/Anti-Bias Day launched at the school a Spring 2017 semester that was a time of renewed energy for work on the long-standing Curriculum Committee—even as the work of the Curriculum Committee took on a greater social justice focus.

Another major societal event, the White nationalists' Unite the Right Rally (attempted, since dispersed by violence) on August 11, 2017 in Charlottesville, VA,

stimulated the launching of the school's Social Justice Committee, whose activity dominated the school across the 2017-2018 school year. The launching of the Social Justice Committee was announced on August 28, 2017 in writing by the Bronx Charter School's Director of Student Support as the school began its 10th year in existence.

The use of the Emdin (2016) book in guiding the professional development of school staff begged questions about the staff's emergent understanding of reality pedagogy and whether they would seek to implement reality pedagogy in their classrooms. The school staff's emergent understanding of reality pedagogy was pragmatic and best captured by core concepts that they sought to both understand and apply in their classroom, such as Emdin's "role reversal" concept, which allows the student to be the expert and positions the teacher as the learner. Regarding teachers seeking to implement what they learned in special trainings in their classroom, many staff members were striving to continue to find ways to make this "live" in their classroom spaces and make it evident in their interactions with students.

Regarding the Emdin (2016) book informing a cultural competence approach, the school found in the book a powerful tool providing a context and language that enabled them to name the thoughtful ways that we strive to be more aware of power dynamics and work to deconstruct "White-centered teaching" models. The book also facilitated the process of beginning to recognize our own personal biases that we bring to the school, which helped us to think about how those biases affect our interactions with staff members and with students. This is a vital prerequisite to transforming the school climate. However, the personal change work reflects how each person's journey looks different and the timing is not the same.

The Timeline for Professional Development Special Trainings: June 2016-December 2018 (see Appendix F) illustrates how in June 2016, the staff came together and discussed the Emdin (2016) and applications to their work in their school. The timeline spanned 2 years, ending in December 2018 with the final *Our School Surveys* (see Appendix C) completed by that time—as a comprehensive evaluation of their school transformation process.

Part of what made the evaluation comprehensive was obtaining quantitative and qualitative findings from *Our School Survey*. First, in terms of the quantitative findings, the *Our School Survey* sample, at $n=47$, had a smaller sample than anticipated, with a 63% response rate from school staff. Thus, the full 75-member staff did not participate in the survey. The mean age for the sample was 36.6 years (min=21, max=65, $SD=8.4$). The 26-30 age group made up 25.5% ($n=12$) of the sample. Annual household income according to sample data had a mean in the range of \$100,000-\$199,000 (min=1, max=8, $SD=\$50,000$). The mean education level was Master's degree (min=High School, max=Master's degree, $SD=0.9$). Mean years at current position was 6.4 (min=2, max=12, $SD=3.0$). The mean years in profession was 6.2 (min=3, max=10, $SD=2.3$).

The sample had a moderate level of social desirability with a mean score for the sample of 7.66, or *moderate social desirability* ($SD=2.09$, min=3, max=12). Of note, this survey had very poor internal consistency (Cronbach's Alpha=.405). Also, because of the smaller than anticipated sample size ($n=47$ versus $n=75$, if full staff participation), regression analysis could not be conducted while controlling for social desirability, as intended.

All other study scales had excellent internal consistency, given Cronbach Alpha's of .944 for the pre-training knowledge scale, and .967 for the pre-training self-efficacy scale, as examples.

The mean for the level of participation in the special training activities was 2.06 *for moderate level of participation* (N=47, Min=1, Max=5, SD=0.7). The mean for the amount of the Emdin (2016) book the participants read was 5.2 *for most of the chapters* (N=47, Min=1, Max=7, SD=1.6). The mean rating by participants for the other activities and discussions was 2.6 *for between valuable and not sure/unable to judge* (N=47, Min=1, Max=5, SD=1.3).

There was also quantitative evidence that participation in the training resulted in significant increases from before to after training in self-ratings for knowledge and self-efficacy (confidence). Indeed, for all 9 behaviors for which teachers rated themselves, their mean scores for after training were significantly higher after training. With the Bonferroni Adjustment Significance (.05/18, $p=.0003$) level of .003, the paired t-tests showed that staff ratings (knowledge *and* self-efficacy) *for all 9 Behaviors exhibited a significant increase in mean rating from pre-training to post-training*. This suggested that the intervention of the special trainings had a significant impact, as reflected in the significant changes in staff ratings from pre- to post-training.

In addition, selected group means were compared on the study outcome variable of higher post-training self-efficacy, finding that, when comparing the mean for the people of color staff (n=29) of 8.934 (SD=1.254) versus the mean for White staff (n=18) of 7.63 (SD=1.023), there was a statistically significant difference ($t=-.392$, $df=41.55$, $p=.000$; Bonferroni Adjustment Significance, .05/3, $p=.016$). Staff who were people of

color had a significantly higher post-training self-efficacy for performing all 9 of the specified behaviors, in comparison to White staff.

Finally, five bodies of qualitative data were produced by the *Our School Survey* (see Appendix C), arising from several research questions (i.e., #s 7a, 7b, 7c, 9a, 9b). By way of summary, 64 emergent themes produced 15 categories on the next level, which encompassed the themes. At the next level, some 12 hierarchical emergent themes were produced from the body of qualitative data. The 12 hierarchical emergent themes were captured in both shorter and longer statements (see Table 15), while the shorter ones follow.

1. From #7A-I Category to HE Theme #1: ***acknowledge many book benefits***
2. From #s 7-A-II, 7B-I Categories to HE Theme #2: ***accept less ready White peers***
3. From #s 7B-I, 7B-II, 7B-III, 7C-II Categories to HE Theme #3: ***learn bias, empathy***
4. From #7B-III Category to HE Theme #4: ***incomplete training, need to continue/action***
5. From #s 7C-I, 7CII Categories to HE Theme #5: ***impact of expanded awareness***
6. From #9A-I Category to HE Theme #6: ***retain many strengths to training model***
7. From #s 9A-I Category to HE Theme #7: ***plan to address barriers to success of training model***
8. From #s 9A-II Category to HE Theme #8: ***evidence of many improvements at school***
9. From #s 9A-II, 9B-III Categories to HE Theme #9: ***ending oppression/biased discipline***
10. From #9A-III Category to HE Theme #10: ***training challenge of staff in different stages***
11. From #9A-III Category to HE Theme #11: ***expert facilitation of difficult conversations***
12. From #s 9B-I, 9B-III Categories to HE Theme #12: ***action for curriculum modifications***

Discussion of Findings, Implications, and Recommendations

Results for Research Question #12

What are the implications of the body of findings from the Our School Survey with regard to the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds?

Quantitative data support significant progress toward school's goal. A strong implication from the highly significant results for 18 paired t-tests for 9 behaviors pre- and post-training is that the professional development and special trainings had a strong positive effect. With the Bonferroni Adjustment Significance ($.05/18$, $p=.0003$) level of .003, the paired t-tests showed that staff ratings (knowledge *and* self-efficacy ratings) for *all 9 behaviors exhibited a significant increase in mean rating from pre-training to post-training*. This suggested that the intervention of the professional development and special trainings had a significant impact, as reflected in the significant changes in staff ratings from pre- to post-training. Indeed, the quantitative data supported the conclusion that significant progress was made toward the school's original goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds.

The paired t-test results of the quantitative data supported the assertion that the Bronx Charter School achieved the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds. The ratings of teachers from before to after training for knowledge and self-efficacy (for both before and after

the training) significantly increased. While the quantitative data provided much information of value, the qualitative data provided a fuller and richer understanding. With this appreciation of the value of qualitative data, consider a summary about the entire study, implications, and recommendations based on the **12 new hierarchical themes—i.e., using the shorter statements**, that arose from the body of qualitative data (i.e., questions #7a, 7b, 7c, 9a, 9b). A summary follows.

A main implication of the study's qualitative data analysis is that the evidence supports that we **(1) *acknowledge many book benefits*** when using the Emdin (2016) book as a guide to internal school transformation and for professional development. A challenging reality, in many cases, will be the need for staff and teachers of color to **(2) *accept less ready White peers*** with regard to their level of readiness (e.g., in the early precontemplation, contemplation, or preparation stages of change of Prochaska & DiClemente, 1983—versus the later stages of action and maintenance) for the work of school transformation to meet the needs of urban youth of color; moreover, their level of readiness is often noticeably lower to engage in difficult conversations about race, culture, and privilege, including in small group work. However, once White staff and teachers are effectively engaged in the work of school transformation, **they (3) *learn bias, [and] empathy***; both follow from having heard empowered teachers of color speak on, and thereby teach them about, bias at the school. As a result of learning about bias, including first-hand from staff and teachers of color in group work, Whites usually emerge with empathy for both students and teachers of color who have suffered from bias.

Despite such powerful learning (i.e., learning about the bias experienced by students and teachers of color, perhaps for the first time in their lives as school staff and teachers), the reality is that it was an **(4) *incomplete training, [with a] need to continue/action***. Yet, despite it being an incomplete training, to be valued is evidence of an **(5) *impact of expanded awareness*** for staff and teachers on topics such as urban youth culture, race, bias, privilege, and so on.

Overall, this study's qualitative data support the recommendation that other schools are justified in following the present school's model of using the Emdin (2016) book and other special training activities and discussions within a model of professional development. Those schools that choose to follow this recommendation should: **(6) *retain many strengths to training model***, as captured in this study; and **(7) *plan to address barriers to success of training model***, given what was identified in this study (e.g., barriers to success of training of very limited resources, small planning staff, and inadequate follow-through).

Also, given the present study's most exciting qualitative data findings, future researchers are asked to pay attention to potentially replicating key findings from the present study. Specifically, future studies should follow the present school's model of using the Emdin (2016) book and other special training activities and discussions to replicate the present study's especially impressive findings of **(8) *evidence of many improvements at school***, including **(9) *ending oppression/biased discipline***.

As an important implication when planning to follow the present school's model for school transformation to meet the needs of urban youth of color is that lessons learned by the staff and teachers in the present study should be addressed. For example, consider

the **(10) *training challenge of staff in different stages*** of racial identity and readiness (i.e., the stages of change of Prochaska & DiClemente, 1983) to work on issues of race, culture, and bias—which may help to justify the expense of hiring a professional on these issues to provide **(11) *expert facilitation of difficult conversations***. Finally, other justifiable expenses may be for yet other cultural competence in curriculum experts who can provide supervision to teachers to ensure they take sustained and effective **(12) *action for curriculum modifications***, as well as for a broader personal, professional and school transformation, in order to better meet the needs of urban youth of color.

Results for Research Question #13

What recommendations arise from the overall case study for the school—so as to inform their future plans?

A few recommendations can be drawn from the qualitative data analysis that can strengthen this work and inform future plans, while the voices of school staff also gave rise to recommendations, as captured in emergent themes. The data indicated that teachers found some value in reading and discussing the real case scenarios in the Emdin (2016) book. The scenarios in the book were pragmatic and enabled teachers to feel more prepared to implement changes. One recommendation is for all training sessions to have a block of time dedicated to role play.

The work of Bandura (1977, 2001) justified this practice, maximizing social modeling effects and providing an opportunity for the practice, rehearsal, and shaping of new behaviors.

Staff members can be split into groups of 5-10 people in each group. The groups can read a few scenarios and then take turns role playing. At the end of each session, the

group members can discuss, share ideas, and thoughts and/or concerns about how they can implement some of the suggestions that Emdin (2016) discussed in his book. These groups can be repeated and meet monthly to help create trust and comfort among the members.

Reading scenarios, engaging in role play, and discussing with staff members could potentially also increase the self-efficacy (confidence level) of the teachers and staff members who plan to make changes, as they strive to become more culturally competent practitioners. Digging more deeply into the scenarios in small groups could also support teachers in being more intentional about how to use reality pedagogy to improve their practice, and think through all possible barriers that could prevent them from implementing changes effectively. This use of time and space could bolster the effect that the book and the trainings have on teachers and staff members.

Another recommendation reported was to create a time and space for staff members to engage in interactive dialogue and connect over current events. Teachers and staff members can benefit from discussing current events that impact urban youth.

A vital part of work that is necessary for staff members to become more culturally competent requires staff members to be able to understand what life is like for students in urban neighborhoods. It is especially vital for staff members who do not live in the “hood” and cannot relate to their students who live in the “hood” (Emdin, 2016). Emdin spoke about the trauma that neoindigenous students face because they are encouraged to “separate themselves from their neoindigenous culture in order to” escape their neighborhood, “rather than celebrate what their histories, neighborhoods and home communities have to offer” (p. 177).

It could be supportive for staff members to process and discuss the impact that current events have on their students' communities and think through how it can translate to enhance their practice. Raising awareness around current events that are relevant to urban youth can also encourage staff members to increase their empathy and help teachers and staff come to terms with the reality of issues that the urban youth deal with each day. Emdin (2016) asserted that the growing “number of deaths of black people at the hands of white police officers, and the shooting of black teenager Trayvon Martin” have created a narrative that Black youth provoke violence because of their dressing and behavior that mirror their neoindigenous culture (p. 178). Discussing current events does not automatically mean that staff members will implement change immediately or effectively. However, discussing current events may create multiple opportunities for staff members to reflect on core issues in school such as the decisions made around discipline, curriculum, and interactions with students and their families.

One of the themes that emerged from the survey was citing the need for *ongoing discussions and trainings on racial identity, privilege, bias, equity, and social justice* (i.e., 9a-Category III, Theme 8). The journey to transform the school culture and increase the cultural competence of all staff members has no end point. It will be an ongoing journey that will require constant reform to ensure there is actual progress and changes that are evident. It requires time, dedication, and accountability from administration to ensure that this work is prioritized school-wide. One recommendation is to have identity professional development sessions that dig deeply into racial identity, privilege, bias, equity, and social justice more frequently—in order to ensure that the work is continuous

and connected to the experiences of the staff and students. The lack of follow-through could cause this work to feel disconnected and irrelevant.

The data reported that teachers indicated there was not enough time for teachers to adapt the curriculum to make it more culturally relevant for urban students of color. Culturally relevant curriculum is an important part of reality pedagogy. Emdin (2016) emphasized the importance of students seeing themselves in the curriculum: “[u]rban youth who enter schools seeing themselves as smart and capable are confronted by curriculum that is blind to their realities” (p. 13). One recommendation to further enhance this work is to create time for teachers to meet to discuss curriculum modifications that would increase the visibility of the lives of urban youth of color. Making the realities of the students more visible could also increase their level of engagement and investment in their academic achievement.

Results for Research Question #14

What are the implications of the case study for other schools that might seek to design professional development and special trainings using the Emdin (2016) book or other strategies for school transformation toward greater cultural competence for working with diverse urban youth—and what recommendations may be offered?

A strong implication from the highly significant quantitative results for 18 paired t-tests for 9 behaviors pre- and post-training is that the professional development and special trainings had a strong positive effect. With the Bonferroni Adjustment Significance (.05/18, $p=.0003$) level of .003, the paired t-tests showed that staff ratings (knowledge and self-efficacy ratings) for all 9 behaviors exhibited a significant increase in mean rating from pre-training to post-training. This suggested that the intervention of

the professional development and special trainings had a significant impact, as reflected in the significant changes in staff ratings from pre- to post-training. Indeed, the quantitative data supported the conclusion that significant progress was made toward the school's original goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds. The paired t-test results of the quantitative data supported the conclusion that the Bronx Charter School achieved the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds.

Also, independent t-tests comparing dichotomous groups found one (of three) comparisons to be statistically significant: When comparing the mean for the people of color staff (n=29) of 8.934 (SD=1.254) versus the mean for White staff (n=18) of 7.63 (SD=1.023), there was a statistically significant difference ($t=-.392$, $df=41.55$, $p=.000$; Bonferroni Adjustment Significance, $.05/3$, $p=.016$). Staff who were people of color had a significantly higher post-training self-efficacy for performing all 9 of the specified behaviors, in comparison to White staff.

Enriching and expanding upon the quantitative data, the qualitative data that arose from five separate research questions produced via coding (two coders, Principal Investigator, Dissertation Sponsor) on 64 emergent themes, 15 Categories, and 12 Hierarchical Emergent themes. Yet, the 12 Hierarchical Emergent themes effectively coalesced all of these data into short statements to summarize all that the school staff and teachers expressed about the training using the Emdin (2016) book and the other special

training activities and discussions, as follows: *1-acknowledge many book benefits; 2-accept less ready White peers; 3-learn bias, empathy; 4-incomplete training, need to continue/action; 5-impact of expanded awareness; 6-retain many strengths to training model; 7-plan to address barriers to success of training model; 8-evidence of many improvements at school; 9-ending oppression/biased discipline; 10-training challenge of staff in different stages; 11-expert facilitation of difficult conversations; and 12-action for curriculum modifications.*

A theme such as *2-accept less ready White peers* supports and reinforces the quantitative finding that staff who were people of color had a significantly higher post-training self-efficacy for performing all 9 of the specified behaviors, in comparison to White staff. This is captured by the theme *10-training challenge of staff in different stages*, while staff who are people of color are in more advanced stages relative to White staff. Moreover, from the perspective of Prochaska and DiClemente (1983), staff are in varied stages of change for taking action to perform behaviors consistent with fostering greater cultural competence and a school transformation process. Meanwhile, White staff members evidenced, as did all other staff members, tremendous progress in their professional development, as suggested by other themes: *3-learn bias, empathy; 5-impact of expanded awareness; and 9-ending oppression/biased discipline*. Indeed, among the most encouraging and exciting findings from the study was the clear evidence from the qualitative data that some teachers made great strides with regard to *9-ending oppression/biased discipline*. This is vital, given the issues in this nation involving the disproportionate discipline, suspensions, and expulsions faced by Black students, as discussed in Chapter II.

Thus, other schools would be well-advised to seek to design professional development and special trainings using the Emdin (2016) book, or other strategies for school transformation toward greater cultural competence for working with diverse urban youth. This follows from the compelling body of data. These data include the voices of teachers offering praise for the Emdin book, as well as some of their own suggestions for what their own and other schools should do in this work.

Engaging in a school staff reading of the Emdin (2016) book can be an effective way to begin transforming a school towards increasing the cultural competence of the staff. The staff reading is highly recommended because it allows staff members to begin to unpack their own bias and reflect on their privilege or lack of privilege. The Emdin book puts the educational experiences of urban youth of color into perspective and can booster the awareness of the staff members who read it. It also provides pragmatic scenarios and suggestions for what best practices look like for urban youth. The Emdin book can be a useful guide that should be referenced frequently in small group discussions and whole group discussions.

To further the growth and development of staff, the trainings should include planning times for teachers to generate ideas on actionable steps that can be used to implement curriculum adaptations, and to modify classroom structures or systems based on the suggestions in the Emdin book. Administration can support the work of teachers and staff as they journey to becoming more culturally competent by creating designated times for teachers to meet to discuss progress and concerns and share strategies. The strength of this work lies in continuity: it has to be ongoing and prioritized school-wide. The choice of professional development and special trainings is a strong way to reinforce

the work that teachers and staff members are doing and it can motivate other teachers who are not as prepared to make changes.

Conclusion

The present dissertation research was a case study of a Bronx, New York, Charter School that drew upon the Emdin (2016) book in pursuing school improvement, as a secondary analysis of existing data from the school—while the Principal Investigator, who is currently a teacher at the school, was also in a participant-observer role. The overall study can also be considered an integration of qualitative fieldwork and survey methods.

The case study spanned 2 years from June 2016 to December 2018. The study's quantitative data strongly supported the conclusion that the Bronx Charter School achieved the original school goal of undergoing a transformation toward greater cultural competence and changing the school climate—so as to better meet the needs of urban learners from varied cultural backgrounds. This was evident via the highly significant results for 18 paired t-tests for 9 behaviors pre- and post-training. Indeed, with all 18 paired t-tests being significant at $p < .000$, this may be considered strong evidence that the professional development and special trainings had a strong positive effect.

All staff reported significant increases from before to after training for knowledge and self-efficacy (confidence) for the 9 behaviors of focus: 1-interactions with students from varied cultural backgrounds; 2-effective engagement with students; 3-interactions reflecting all are valued; 4-interactions reflecting fairness and consistency in how they are disciplined; 5-interactions reflecting affirming them; 6-interactions reflecting greater

empathy and acceptance; 7-interactions reflecting appreciation for living in urban environment; 8-interactions reflecting creating a safe space and trusting environment; and 9-interactions helping to create a more positive school climate.

However, despite these increases from before to after training for knowledge and self-efficacy (confidence) for the 9 behaviors of focus, issues for White staff emerged in terms of readiness to engage in the work. Recall that independent t-tests comparing dichotomous groups found that, when comparing the mean for the people of color staff (n=29) of 8.934 (SD=1.254) versus the mean for White staff (n=18) of 7.63 (SD=1.023), there was a statistically significant difference ($t=-.392$, $df=41.55$, $p=.000$; Bonferroni Adjustment Significance, $.05/3$, $p=.016$). Staff who were people of color had a significantly higher post-training self-efficacy for performing all 9 of the specified behaviors, in comparison to White staff. To the extent that people of color are already members of diverse cultures and are likely to have already witnessed and coped with bias, they apparently entered the special training work with an advantage, and ended the special training work with the advantage of higher self-efficacy for performing the 9 behaviors after training. A theme captured the *training challenge of staff in different stages* (from # 9A-III Category to HE Theme #10) that follows from White staff starting training less ready or less aware of culture, racism, and bias. Thus, another theme suggested what is needed to manage this challenge: *expert facilitation of difficult conversations* (From #9A-III Category to HE Theme #11).

Hopefully, other schools working with diverse urban youth of color will follow the Bronx Charter School and adopt the use of the Emdin (2016) book. The results may be more evidence that transformation can, indeed, occur.

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Appendix A
IRB Exemption Notification



Teachers College IRB

Exempt Study Approval

To: Folakemi Aiyedun
From: Myra Luna Lucero, Research Compliance Manager
Subject: IRB Approval: 19-136 Protocol
Date: 03/11/2019

Thank you for submitting your study entitled, "A CASE STUDY OF A CHARTER SCHOOL SEEKING TO TRANSFORM TOWARD GREATER CULTURAL COMPETENCE FOR WORKING WITH DIVERSE URBAN STUDENTS: USING CHRISTOPHER EMDIN'S REALITY PEDAGOGY APPROACH AS A STIMULUS AND GUIDE.;" the IRB has determined that your study is **Exempt** from committee review (Category **4**) on 03/11/2019.

Please keep in mind that the IRB Committee must be contacted if there are any changes to your research protocol. The number assigned to your protocol is **19-136**. Feel free to contact the IRB Office by using the "Messages" option in the electronic Mentor IRB system if you have any questions about this protocol.

You can retrieve a PDF copy of this approval letter from Mentor IRB.

Best wishes for your research work.

Sincerely,
Dr. Myra Luna Lucero
Research Compliance Manager
IRB@tc.edu

Appendix B

Permission Letter for Secondary Analysis of Existing Data

[Purposefully omitted to protect confidentiality of the school]

Appendix C

Our School Survey

This is a survey that asks you questions about you, and your reactions to some of the professional development and special trainings held at this school over the past two years.

You are NOT being asked any questions that can identify you, such as your name. Your answers will be kept confidential. The information will be used to evaluate some of the school's professional development and special trainings, including their value and impact on you and the school—given your confidential sharing of your personal views.

Please answer the following questions as honestly as you can. Thank you.

PART I. ABOUT YOU

1-I am: ___Female ___ Male ___Other (meaning_____)

2-My age is: _____

3-My race/ethnicity is as follows: (Please mark all that apply)

___White / Caucasian / European American

___Black/African American

___Hispanic / Latino (including Puerto Rican, Mexican, Mexican American, Chicano, Cuban, other Spanish)

___Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or other Asian)

___American Indian / Alaska Native

___Native Hawaiian / Pacific Islander

___Arab American / Middle Eastern

___Other group(s) (Please specify_____)

4-Were you born in the United States? ___Yes ☐ ___No

If answered "No," "Where was your place of birth or your country of origin?

Country of origin? _____

If you answered "No," for how many years have you lived in the US? _____

5-My yearly household income is:

___Less than \$10,000

___\$10,000 to \$19,000

___\$20,000 to \$39,000

___\$40,000 to \$49,000

___\$50,000 to \$99,999

___\$100,000 to \$199,999

___\$200,000 to \$299,000

___\$300,000 to \$399,000

___\$400,000 or More

___I do not know

6- My highest education level is:

- ☐ ___ Grade School (please indicate your grade completed) _____
- ☐ ___ High School
___ Certificate Program
- ☐ ___ Associate Degree
- ☐ ___ Bachelors Degree
- ☐ ___ Masters Degree
- ☐ ___ Doctoral Degree
- ☐ ___ Other Degree (Please explain _____)

7-My current position in this school is:

- ___ Classroom staff
- ___ Out of Classroom staff
- ___ Specials teacher
- ___ Administration staff
- ___ Leadership

8-I have been working at the school for _____ years.

9-I have been in my profession/role (here or at other schools, places) for _____ years.

PART II. MORE ABOUT YOU

Read each item below and decide whether the statement is true or false as it pertains to you personally. Circle T for True or F for false.

1. It is sometimes hard for me to go on with my work if I am not encouraged. ___T ___F
2. I sometimes feel resentful when I don't get my way. ___T ___F
3. On a few occasions, I have given up doing something because I thought too little of my ability. ___T ___F
4. There have been times when I felt like rebelling against people in authority even though I knew they were right. ___T ___F
5. No matter who I'm talking to, I'm always a good listener. ___T ___F
6. There have been occasions when I took advantage of someone. ___T ___F
7. I'm always willing to admit it when I make a mistake. ___T ___F
8. I sometimes try to get even rather than forgive and forget. ___T ___F
9. I am always courteous, even to people who are disagreeable ___T ___F
10. I have never been irked when people expressed ideas very different from my own. ___T ___F
11. There have been times when I was quite jealous of the good fortune of others. ___T ___F
12. I am sometimes irritated by people who ask favors of me. ___T ___F
13. I have never deliberately said something to hurt someone's feelings ___T ___F

PART III. ABOUT THE SPECIAL SCHOOLS TRAININGS

Are you aware of the professional development/special training activities that went on at this school—going back about two and half years ago—with a focus on students' cultural (racial, ethnic, religious) backgrounds?

This included several activities:

- staff reading from the book by Christopher Emdin (2016) entitled *For white teachers who work in the hood...and the rest of y'all too*
- interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced
- watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk
- discussions with a focus on racial identity issues, etc.

1-Would you say you are aware of these professional development/special training activities?

☐ Yes ☐ No ☐ I'm not sure ☐ Other (explain) _____

2-Did you participate in any of this special training?

☐ Yes ☐ No ☐ I'm not sure ☐ Other (explain) _____

3-What was your level of participation in this special training?

☐ None at all ☐ Low level ☐ Moderate level ☐ High level
☐ Very high level ☐ Extremely high level

4-Did you personally read from the Emdin (2016) book?

☐ Yes ☐ No ☐ I'm not sure ☐ Other (explain) _____

5-How much of the book did you personally read?

☐ none ☐ less than 1 chapter ☐ about 1 chapter ☐ more than 1 chapter
☐ few chapters ☐ most of the chapters ☐ nearly all chapters ☐ entire book

6-How would you rate the special training with a focus on the Emdin (2016) book?

☐ not valuable at all ☐ somewhat valuable ☐ not sure/unable to judge
☐ valuable ☐ very valuable ☐ extremely valuable

7-How would you rate the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and, discussions with a focus on racial identity issues, etc.)?

☐ not valuable at all ☐ somewhat valuable ☐ not sure/unable to judge
☐ valuable ☐ very valuable ☐ extremely valuable

8-Please take your time and answer these 3 questions (A, B, C), below: (You can continue writing on the back of this paper)

A-What would you like to share about the special training with a focus on the Emdin (2016) book?

B- What would you like to share about the other activities and discussions (i.e., interest groups with a focus on varied issues, such as any incidents of bias one may have witnessed or experienced; watching and sharing reactions to a video clip of Dr. Christopher Emdin giving a talk; and, discussions with a focus on racial identity issues, etc.)?

C-What impact did it have on you or how you function in this school?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART IV. ABOUT ANY CHANGES SINCE THE SPECIAL TRAININGS

When it come to the following behaviors, I rate myself as follows:

1-FOR: My interactions with students reflecting consideration of the cultural background (i.e. race, ethnicity, religion) of my students...

BEFORE THE TRAINING

My level of knowledge for doing this was:

0 1 2 3 4 5 6 7 8 9 10
0 = Lowest level 10 = Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
0 = Lowest level 10 = Highest level

AND

AFTER THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

2-FOR: My interactions with students reflecting effective engagement of students from varied cultural backgrounds

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND**AFTER THE TRAINING****My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

3-FOR: My interactions with students reflecting how all cultures (races, ethnicities, religions) are valued—with an appreciation of differences, while differences are not treated as deficits, dysfunctions, or disadvantages

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND

AFTER THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

4-FOR: My interactions with students reflecting fairness and consistency in how diverse students are disciplined (corrected, or punished)—so there are no differences by cultural background (race, ethnicity, religion) in how students are disciplined

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND**AFTER THE TRAINING****My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

5-FOR: My interactions with students reflecting my affirming (supporting) them, their culture, and the history of their cultural group

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND

AFTER THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

6-FOR: My interactions with students reflecting a greater empathy and acceptance of students from diverse cultural backgrounds

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND**AFTER THE TRAINING****My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

7-FOR: My interactions with students reflecting appreciation for what it means to live in an urban environment

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND

AFTER THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

8-FOR: My interactions with students reflecting my creating a safe space and trusting environment for students from diverse cultural backgrounds

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND**AFTER THE TRAINING****My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

9-FOR: My interactions with students helping to create a more positive school climate

BEFORE THE TRAINING**My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

AND**AFTER THE TRAINING****My level of knowledge for doing this was:**

0 1 2 3 4 5 6 7 8 9 10
 0 = Lowest level 10=Highest level

My level of confidence for doing this, given my skill/ability was:

0 1 2 3 4 5 6 7 8 9 10
0 = *Lowest level* 10 = *Highest level*

PART V: YOUR FINAL REFLECTIONS

1-For all school staff, what thoughts, feelings or final reflections might you share, given your taking this survey? And, specifically, for teachers, please also answer this question: Did you make any modifications to the curriculum that were inspired by the training? (Feel free to continue on the back of the page)

THANK YOU FOR TAKING THIS SURVEY!

Please place this completed survey in the envelope provided, seal it, and submit it by placing it in the SLIT IN THE BOX at the Office of the Director of Student Support.

Appendix D

Qualitative Data Analysis Guide

NOTE ON METHODS: For this study and all studies, the Principal Investigator and the Director of the Research Group on Disparities in Health (RGDH)—as the use of 2 coders.

The Research Group on Disparities in Health (RGDH) highly values mixed methods dissertations that combine quantitative and qualitative methods. Hence, this guide with a focus on qualitative data analysis procedures. Professor Barbara Wallace, Director of the RGDH, compiled the following, as a guide for her doctoral students.

START WITH YOUR FIRST QUALITATIVE RESEARCH QUESTION

- 1) **ORGANIZE**- copy and paste qualitative data from Qualtrics into one file--organizing by question asked
- 2) **HIGHLIGHT** - as you read it, highlight in yellow quotes that stand out--and, after you read about twenty answers, go back to the first highlighted yellow and in brackets at the end put an emergent theme:
- 3) **CREATE ACTION PHRASES - ITALICIZE AND BOLD** - the emergent theme in brackets should be an action phrase--such as *perceiving the need for supervision/training* or *striving to achieve positive outcomes* or *pursuing objectives by taking action*
- 4) **LIST DOCUMENT FOR EMERGENT THEMES** -as you continue to read beyond the first twenty answers, have a second document where you are copying and pasting your emergent themes--creating a LIST; as you read your twentieth to fortieth answer, start to just copy and paste the relevant emergent theme from your LIST, placing it in brackets where it applies
- 5) **THEMES EXPAND TO ACCOMMODATE MORE DATA** - feel free to elaborate on the emergent theme to accommodate the answers you see (twentieth to fortieth answers); for example, *perceiving the need for supervision/training/new curriculum* or *striving to achieve positive outcomes/goals/highest potential*, or *pursuing objectives by taking action/engaging in advocacy*
- 6) **SEE HOW EXPANDED THEMES ACCOMMODATE ALL DATA** - the new elaborated emergent themes now encompass ALL the examples (#1-20, 21-40)
- 7) **CLASSIFY ALL DATA BY THEMES** - continue to go through all of your data (examples 41-100) and only highlight in yellow where needed, and mostly copy and paste the emergent theme in brackets; put any NEW emergent themes in your second document where you are copying and pasting your emergent themes--creating a LIST
- 8) **QUICKLY CONTINUE TO CLASSIFY ALL DATA BY THEMES** - if you have a LOT of data, eyeball and read quickly examples (101-200)--searching for every place you can highlight in yellow a new emergent theme (e.g. *feeling the focus is unnecessary/rebelling/not caring*)--to place on your LIST; or, quickly copy and paste

where the new emergent theme fits in (e.g. #104 reflects the theme of *perceiving the need for supervision/training/new curriculum*)

9) **CREATE TABLE AND ORGANIZE BY REDUCED CATEGORIES THAT ENCOMPASS GROUPS OF THEMES:** *turn your final LIST of emergent themes (e.g. 20) into a TABLE; search for CATEGORIES OF THEMES that may accommodate 3-5 of your emergent themes (fit under it like an umbrella); organize the LIST of emergent themes so groups appear under the higher order CATEGORIES.* For example, there may be just **3 categories** of *solutions*, or *strategies*, or *complaints* might each encompass 3-4 themes.

10) **ENTER FREQUENCY AND PERCENTAGE IN TABLE:** go back and count the number of times each emergent theme appeared in your data; add to your TABLE n and % for number of times the emergent theme appeared--even as it is now under a CATEGORY in your table. In many studies, this is considered an optional step/

REPEAT PROCESS FOR THE NEXT QUESTION--NEXT BODY OF QUALITATIVE DATA




Allow yourself to REPEAT your **3 categories** of *solutions*, or *strategies*, or *complaints* which might each encompass 3-4 theme EVEN FOR THIS NEXT QUESTION

Allow yourself to create a FINAL TABLE that organizes categories and themes.

Appendix E

The Social Justice Committee (SJC) Retreat Agenda and Outcomes Summary

SJC Retreat Agenda

Saturday, April 21, 2018 Bank Street College Room 401 9am to 3am		Our Norms <ol style="list-style-type: none"> 1. Speak from your own experience- use I statements, try not to generalize 2. Engage respectfully 3. Oops and ouch 4. Listening actively even when it's hard 5. Confidentiality
Time	Facilitators	Agenda Item
9:00-10:00	 PI	Community Building: Artifact Share <ul style="list-style-type: none"> • Why is this object important to your identity? • How does it connect to why you're on the SJC? • Share with the group and then place your object in the circle.
10:00-10:45 10:45-11:00	PI 	Reflect on our committee and how we are working <ul style="list-style-type: none"> • Committee roles and structures • Building safe space for protocols and conversations Share with the whole group <ul style="list-style-type: none"> • Each group has 7 minutes to share
11:00 - 11:15	Director of Student Support	Transition - Story/Huddle
11:15-12:15	 &	Reflect on how our community is doing:

	Director of Student Support	<ul style="list-style-type: none"> • Outcome: Identify the biggest ideas and themes about identity that staff is holding onto, asking about, concerned about. <ul style="list-style-type: none"> ○ Post agendas from PDs, hand out written summary of ideas from the reflections, representative examples ○ Gallery Walk/flipping through documents ○ Write a private reflection about themes that come up ○ Share out what comes up, “put it all on the table” ○ Pick one issue to dive in deep on
12:15-1:00	Director of Student Support	Lunch
1:00-2:00	Director of Student Support	Deep Dive: Reflect on how our community is doing? (cont’d) <ul style="list-style-type: none"> • Discuss the chosen topic, with the protocol decided upon in the morning <ul style="list-style-type: none"> ○ Example: How to address challenging situations with a racial component with a colleague
2:00-2:05	Director of Student Support	Transition - Columbian Hypnosis
2:05-2:45	██████	Plan for the year, set priorities
2:45-3:00	██████	Closing Reflection

Outcomes: Summary of Questions and Ideas About Identity

- Difficult conversations with colleagues - How do we do that? How can we push ourselves to identify microaggressions/perceived bias? Are people aware of when they say things that are offensive? How do we communicate and support each other when we see the disconnect between teacher and student? If we are comfortable with each other then, communicating could happen more naturally. But how do we support teachers when they are not comfortable?
- Language - code-switching; what language is privileged in our school; understanding the definitions of terms we use in this work (racism, privilege, white supremacy, prejudice, etc)
- How identity can impact building relationships with one another, kids and families - affinity groups?
- How do we share the work amongst white folks and POC?
- How do we learn to practice critical self-reflection on our interactions with kids and co-teachers, from the lens of our identity and race?
- How to support students working with trauma?
- Where does gender bias work fit into this?
- Prepping students for the challenges of conversations about race, fear and being stereotyped
- The role of progressive education in the lives of students of color (SOC)
- Re: The Privilege walk: Many folks discussed the newness of the concept

Outcomes: Summary of Retreat's Survey Responses

How do we ensure that the work of the committee is purposeful and impacts the school and the broader community? Findings were:

- Setting goals
- Planning concrete actions
- Reflecting critically upon ourselves and our role in the community
- Preparation for each meeting - possibly a steering committee

Outcomes: How do we create roles within the committee? Findings were:

- Setting goals and working backwards from those goals
- Being prepared
- Creating agendas in advance
- Sharing notes right after we meet
- Having a steering committee
- Rotating roles
- More structured
- Making sure that everyone has a voice and a role

Outcomes: How should we communicate with each other about committee topics?

Findings were:

- Agendas sent out beforehand
- Bringing up new topics or ideas at meetings and not by e-mail, unless it's an emergency
- Following-up with notes and continued conversation by e-mail
- Creating an online forum such as a Google site to hold conversations, collect resources and links, stores agendas, etc.
- Revisiting norms at the beginning of every meeting, particularly in terms of sharing airtime
- Reflecting upon how our race privilege connects to the roles we take in the committee, the amount we talk, etc.
- Working backwards from goals for the year

Outcomes: How do we create a safe space as a committee? Findings were:

- Community-building activities
- Intentionally talking about difficult things
- Developing protocols about sensitive topics, finding protocols that are out there
- Submitting concerns anonymously on sticky notes

Outcomes: How do we create a protocol for what we take on as a committee?

Findings were:

- Check in to make sure everyone agrees before we take something on
- Consensus vs. majority
- Giving particular weight to perspectives of those whose identities carry less privilege

Outcomes: Reflecting on our work as a committee. How should we communicate with each other about committee topics? How do we collaborate with all group members so that everyone can feel empowered? And, other questions:

1. How do we create a safe space as a committee to talk about difficult things?
2. How do we create a protocol for deciding what we take on as a committee?
3. How do we create roles within the committee: planning agendas, facilitating, time-keeping, note-taking?
4. How do we ensure that the work of the committee is purposeful and impacts our school and the broader community?

Outcomes: Biggest overall themes. What emerged, in brief, were:

1. Being well-prepared
2. Taking on roles
3. Setting structures so that we have a safe space

Outcomes: Social Justice Committee Retreat Reflection Analysis of Qualitative Data Results. The following quotes capture the impact of the retreat:

- Today became more depth than breadth
- How are you right now and what are you wondering for going beyond today
- I really appreciated coming today. I felt a sense of connection. I think we should keep the small groups, this is a work that we could do in small pockets, so people feel this kind of connection., and we can turnkey information
- Nice to be present and hear everybody's stories
- Now you know the basis of where people are coming from
- We can keep this going with outings, see each other outside the workspace, form relationships
- The beginning sort of informed how we should approach this stuff
- Give people space to be deep
- Now I know things about people I never knew before
- Continue team building stuff
- Deepen our knowledge of one another to help us work together as a team
- Looking forward to the longer meetings, and grateful for the stories
- Chance to see where there are connections between people
- If one of the committee members asked what got done today, we'd say "steering committee vote" but there was so much more than that
- Each go around brought out more questions and deepened the process
- It was a lot about values and weighing different things
- Everyone chiming in was a super valuable process and helped us see each other as thinkers
- Thank you for letting me share my story and letting me be vulnerable. I don't get the space to cry very often and I appreciate that.
- I look forward to continuing to deepen connections as long as there's food
- This felt really productive

-I am going to walk out feeling great and value the process in which we came to our decisions

-We created structures that make sure we will use in the future

-This was a reset button for our committee and it feels really good to be at a place where we were productive together and cried together and laughed together

-I feel accomplished. The work we did today feels really meaningful. I wish we had done it sooner.

-So grateful and thankful that we'll be working together and making good decisions that impact us

Appendix F

The Timeline for Professional Development Special Trainings

Phase I: Before the Pre-Emdin (2016) Book and Special Trainings Period

Major Societal Events that Stimulated Training

- **November 8, 2016** - Presidential Election
- **January 18, 2017** – Rev. Dr. Martin Luther King’s Birthday/National Holiday Chosen as schools’ first Day of Action/ Anti-Bias Day.
- **August 11, 2017** - Charlottesville, Virginia and the Rise of White Nationalism (e.g. attempted United the Right Rally, death of 1 by car, and many injured)

Staff Takes Action in December 2016

- **June 3, 2016** – **Entire Staff Preview of Emdin (2016) Book** in An Interactive Group. The administration decides the Emdin (2016) book will be the assigned summer 2017 reading for the entire staff.
- **August 30, 2016** – **The school’s Pre-Semester “Summer Institute” was held**, at which time each staff member read a quote from the Emdin (2016) book that resonated with them, some read 2 quotes, as people took turns. Staff broke up into small groups to discuss how identity impacts our teaching and interactions with colleagues
- **December 1st, 2016** - Staff planned Day of Action/Anti-bias Day in response to the election, which was held on November 8, 2016
- **December 2nd, 2016** – The staff had already read the Emdin (2016) book, staff met to think more deeply about the ideas in Emdin (2016). Based on key elements of Emdin’s (2016) reality pedagogy, staff members chose an interest group to be in, whether the Code-switching, Co-generative dialogues, or Bias and Privilege group. Staff planned ways to incorporate structures from the book into the classroom life. The staff also expressed feelings and thoughts about the election. Everyone in attendance completed a written reflection.

Phase II: Spring 2017 and the New Era of Action

Year 2017 Begins

- **January 18, 2017** – **Day of Action/ Anti-Bias Day** held at school on Rev. Dr. Martin Luther King’s Birthday/National Holiday
- **February to June 2017** – **Revitalized Work of Curriculum Committee** with Social Justice Lens. The longstanding Curriculum Committee at the school focused on issues such as the depiction of gender in books, as just one example.

- **March 25, 2017 - Staff members engaged in discussion in the interest group of their choice, as follows: *Code-switching, Co-generative dialogues, or Bias and Privilege*.** Staff were given guiding question for the month of March, as follows: 1- What is the “*white savior*” problem that came up in the book and our last discussion?; 2-How can we look at our students and families from an “asset-based” approach and not just a “deficit-based” approach?; 3- How do our identities and biases affect our interactions with kids and families around behavior?; and 4-How do you take into account your students’ racial and ethnic backgrounds when you are thinking about how you set a positive classroom culture? Outcomes from the meeting included: the decision to begin shifting our practices/mindsets based on the ideas presented in Emdin’s (2016) book; and the decision to begin reflecting on how identity impacts interactions with other staff, students, and families.
- **April 28, 2017 - Training began with independent writing** to answer the following question: What is an example from your time at this school where you personally demonstrated or witnessed bias towards staff? Interest groups met to answer discussion questions. **For the Code-switching group**, the guiding questions were: “How do our identities and own code-switching affect our interactions with each other around behavior and expectations? **For the Co-generative Dialogues group** the questions were: “How can we do this as adults? What norms would we need to make it productive and safe? What are some ways to handle uncomfortable topics or situations in a co-generative dialogue? Thinking about the various roles within our school community, what are ways we need to come together?” **For the Bias and Privilege group**, the guiding question was “How does your own racial and ethnic identity impact your relationships and interactions with staff at school?” How do you take into account your students’ racial and ethnic backgrounds when you are thinking about how you build relationships with them? Should we communicate with one another about what we notice to support each other build relationships with students? How do we communicate and support each other when we see our colleagues having a difficult time building relationships with students? All who attended responded to the written reflection assignment.
- **June 6th, 2017 – The school staff watched a clip of Dr. Emdin giving a talk** that covered the trauma all too often experienced by urban youth of color. Staff wrote written responses based on the clip. Topics from which staff could select one to write about included: 1-Inflicting trauma on young people; 2-how the basis of progressive education was developed by Dewey and others who did not consider students of color; 3-Dr. Seuss in the curriculum. Staff discussed guiding questions in a small group. Staff also wrote written reflections about their hopes for next school year.
- **August 28, 2017 – The school’s Director of Student Support announced the launching of the Social Justice Committee**, as a response to Charlottesville and the rise of white nationalism.

Phase 3: Work of the Social Justice Committee During the 2017- 2018 School Year

- **October 10th, 2017 – First formal meeting of the school’s Social Justice Committee.** The meeting began with a go around about experiences we had in school where race was a factor. From the go-around, there were many emergent themes, as follows: Tracking through special programs; Racial composition of schools changing as it moved up from elementary to middle to high school, white families leaving and going to private and Catholic schools; Having friends of color as a white person was more likely in a setting where most of the other white families had left; Things re-segregated in high school through AP/Honors and “regular” schools; Assumptions made, or things learned about different kids’ houses or neighborhoods; Viewing our own differences and those of others; Being a person of color at a predominantly white school led to being targeted by adults, excluded by white students, and caused many of the few students of color to leave; Importance of seeing yourself in the curriculum; Impact of busing in integrating, white flight in segregating communities; Feeling self-satisfied as a white person in a school that was less heavily white than some others, not thinking deeply about it; Re-examining our perspectives when we look back at our schooling, realizing that there was more nuance to the composition of classmates; Having the rare experience of being in truly integrated schools K-12, and developing a personal norm that expects that; Realizing what you have to think about race and what you don’t, hair brings it up; Folks mixing together by race because of a shared passion, such as for the arts; Being less aware of race until changes of school changed the composition of people around us; What it means to be dark-skinned Latina vs. light-skinned Latina, how people are labeled and how it correlates with color. The Director of Student Support issued a summary with the following 3 points: 1-A lot of us have experience being in racially-segregated schools; 3-Some sense that the schools where most of the brown kids were are “not as good”; and, 3-For white people, growing up in more progressive and integrated settings, growing to understand that you have a lot more to learn.
- **November 10, 2017- Social Justice Committee** meeting held to prepare all members to draft a school mission statement that reflects the work that our school has done.
- **November 30, 2017 – Engaged in planning the Social Justice Committee’s “Planning Lunch for Whole Staff Professional Development”** on 12/15/17. Questions covered: What are some topics to discuss as a staff?; Scope and sequence; and, How to connect all the work we have done? The plan for the day included having staff engage in the Privilege Walk exercise, small group discussion, and planning for action. Themes that emerged from last year’s surveys: Growing our ability to self-reflect about our own biases; and, Growing our comfort with naming the biases we see every day at school between colleagues, families, and kids. The goals for the year were also discussed, including the need to bring new staff on board (we want to move forward with everyone but also need to be sensitive that folks can’t always jump right in, might need time). Another goal was to introduce to staff the concept of privilege in all of its forms, and the institutions and structures that support it, as well as moving towards action. Structures to be used in professional development were to be: 1-small group; 2-facilitation by committee members; 3-reading an article or watching a video; and, 4-Privilege Walk. Also discussed were

the following: What's the game plan for combating these injustices, how can we be social activists? Regarding taking action, how do we take what we worked on today and bring it into the classroom next week? Bringing in an outside facilitator for future PD was also discussed.

- **December 15, 2017 - Social Justice Committee's "Planning Lunch for Whole Staff Professional Development was held**, bringing together all staff to engage in the plan for the day described, above.
- **December 21st, 2017 - Teachers met to plan a second school Day of Action/ Anti-Bias Day** to be held on Rev. Dr. Martin Luther King Jr's Birthday/National Holiday. Workshops and activities for the day were discussed.

Year 2018 Begins

- **January 16, 2018** – The school's second **Day of Action/ Anti-Bias Day** was held on Rev. Dr. Martin Luther King Jr's Birthday/National Holiday, bringing together staff, students, families, and community members.
- **January 28, 2018 - Planning meeting for the February 5-9, 2018 Black Lives Matter Week of Action**– The school staff met to plan the Black Lives Matter Week of Action.
- **February 5-9, 2018 - Black Lives Matter Week of Action** was successfully held. During that week, each class engaged in at least one or more activities that centered around the black lives matter 9 guiding principles (i.e. Restorative Justice, Empathy, Loving Engagement, Diversity, Globalism, Transgender Affirming, Queer Affirming, Collective Value, Intergenerational, Black Families, Black Villages, Unapologetically Black). We read books, and made posters and had discussions. Some classes made buttons with the principles on them, and decorated signs about what the principles meant to them. The activities varied based on the grade level.
- **April 21, 2018** – **The Social Justice Committee held a Retreat at Bank Street College**, and the Principal Investigator (PI) was one of the facilitators of the retreat sessions. The agenda covered varied topics, such as listening actively, engaging respectfully, and community building. See Appendix E for the *Social Justice Committee Retreat Agenda and Outcomes Summary*—to capture the impact of the retreat.
- **May 7, 2018 -- The Social Justice Committee held a meeting.** The committee decided to use a survey to decide which topics would be covered over the course of the next school year. The key question was: Based on the work we have done in the Social Justice Committee this year what are the topics (up to 3) you think we should tackle next year? Some examples include, identity and co-teaching, teacher/student relationships, microaggressions, and safe spaces at work.
- **May 18, 2018 – The Social Justice Committee Reflection Meeting was held.** The group met to discuss the results of the survey. Based on the survey data, it was decided that the theme for the next school year will be microaggressions.
- **August 27th 2018 – The Social Justice Committee facilitated a staff discussion.** All staff members read the book *City Kids, City Schools*, and worked in small groups to answer some of the following questions: How does my identity impact my practice?

- How does immigration impact the work we do in schools? What are principles guide my effort to affirm kids' identities as well as give them quality education?
- **August 28th 2018- The Social Justice Committee held a meeting to unpack the City Kids City School book as a group.** Each committee member read a quote that resonated with them. Member thought about how the quotes impacted their practice. Guiding Questions used during the discussion are as follows: What aspects of the Baldwin reading still feel relevant now? How do I define culturally relevant pedagogy? Within the frame Ladson-Billings defines, what are my strengths and areas of growth? What are the implications for school-wide culture?
 - **October 19th, 2018-The Principal Investigator and Director of Student Support Meet to Plan Our School Survey**
 - **October 26th, 2018 The Social Justice Committee Reflection Meeting was held.** During the meeting the group planned the second all day Social Justice Committee Retreat for the committee members.
 - **November 26th, 2018 -The Social Justice Committee Reflection Meeting was held.** The group met to plan professional development trainings for staff members. It was decided that the content needed to be presented as a series that will live across 6 Fridays for continuity. It was also decided that the end goal was to establish a structure of accountability to move from exploring and discussing identity to living the philosophy and mission that was developed.
 - **December 13, 2018 -The Social Justice Committee Reflection Meeting was held.** The members began planning activities and workshops for the Martin Luther King Day of Action. The group decided that staff members of color should take the lead on facilitating workshops.

Appendix G

Summer Institute 2018

Given the assigned professional summer reading for school staff (See Appendix G) the Summer Institute, held on August 27-28, 2018 served as an opportunity for staff to discuss the reading. The instructions were, as follows:

You will participate in 2 small group discussions this week, one on Tuesday and one on Wednesday. Please sign up for the **2 groups** you are most interested in participating in.

The options for the groups that staff could join appear in the table, below.

Professional Summer Reading on City Kids, City Schools

Groups	Readings	Guiding Questions	Sign Up
City Kids	Ayers	<ul style="list-style-type: none"> How can I continue to be a supportive, caring adult who deeply knows our kids? 	
	Davis	<ul style="list-style-type: none"> In what ways does my practice acknowledge the out of school lives of my kids? 	
	Rodriguez	<ul style="list-style-type: none"> Where are places I can continue to grow? What outside resources can I engage with to strengthen this work? 	
		<ul style="list-style-type: none"> How does my identity impact my practice? 	

City Teachers	Redeaux Lubliner Espinosa Delpit	<ul style="list-style-type: none"> • What area(s) do I need to continue to push myself to be more critical of? • What parts of my identity do I feel comfortable/uncomfortable sharing with kids? • What are principles guide my effort to affirm kids' identities as well as give them quality education? 	
City Classrooms, City Schools	Baldwin (Prologue) Ladson-Billings	<ul style="list-style-type: none"> • What aspects of the Baldwin reading still feel relevant now? • How do I define culturally relevant pedagogy? • Within the frame Ladson-Billings defines, what are my strengths and areas of growth? • What are the implications for school-wide culture? 	
City Issues: Beyond the school's walls	Ladson-Billings Noguera Au Anyon	<ul style="list-style-type: none"> • How does immigration impact the work we do in schools? • In what ways should we be advocating for families in the Bronx, specifically? • In what ways should we be engaging in a national conversation about education? • How do we continue to engage kids and families in activism? 	